

Y1 Writing: Long-Term Plan 2026 -



	Autumn Term				Spring Term			Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Spelling Sprint and Unit 5	Spelling Sprint and Unit 6	Spelling Sprint and Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Focus	Transition Unit	Narrative: Jack and the Beanstalk	Narrative: Traction Man	Report: Christmas Creatures	Narrative: The Tiger Who Came To Tea.	Narrative The Way Back Home	Report: Animals	Narrative: Rapunzel	Instructions Mr Wolf’s Pancakes	Teacher choice based on assessment Example: Recount of a school trip:	Poetry:
Innovation and Outcome	N/A Children work in small focus groups to complete a variety of transcription tasks including: reminders of handwriting expectations spelling words with four or five sounds, including adjacent consonants CEWs 1: he, she, me, be, we CEWs 2: to, into, go, so, do, today	Teach the story. Teach sentence- level objectives through modelling the writing of the first part of the story. Dictation of the middle parts of the story. Most children will write a series of sentences (3-6) sequenced to form a short narrative using pictures as prompts for each sentence. They will continue the class innovation of the story, writing the final section.	Teach the story. Learn the story through a text map. Teach sentence- level objectives through modelling the writing of the first part of the story. Dictation of the middle part of the story. Class retelling of the text map, modelled in writing by the teacher. Children independently write one scene in which traction man saves the dolls from the sandpit.	Sentence-level teaching: is/are; has/have; using ‘and’; adding ‘where’. Learn a model text (Rudolph) through a text map. Change the creature, its diet and habitat (gonk). The teacher plans and models the first half of the text. Dictation of the second half of the text. Plan a third example with the children (elves). Most children will write a short information piece about Christmas elves following a given structure. Many children may write one sentence per section.	Sentence-level teaching: using ‘was’ and ‘were’; using ‘and’ to link two adjectives. Read and summarise the story. Learn the story through a text map. Make simple innovations to the story. Teacher models writing the main events of the innovation. Children write some of the main events of the story through dictated sentences. A new version of the story is given to the children. Most children will retell a section of the story in a sequence of short sentences.	Sentence level teaching: past tense verbs; using ‘and’ to link two clauses; introduce exclamation marks. Read the story and learn a model text. Mixture of teacher modelling of sentences and dictated sentences. Children write a short narrative based on the book: Some children will write between five and eight sentences using three or four pictures from the book. Some children will retell the whole story using a greater selection of pictures.	Sentence-level teaching: using because; using ‘and’ to link two noun phrases; using question marks. Learn a model text (elephant) through a text map. Change the creature, its diet and habitat. The teacher plans and models the first half of the text. Dictation of the second half of the text. Plan a third example with the children. Most children will write a short information piece about an animal following a given structure. Many children may write multiple sentences per section.	Teach the story and learn the opening section through a text map. Write the next sections of the story using sentence types learned. Children independently plan and write the final sections of the story Most children will write between five and eight sentences using four pictures from the book. Some children will retell the whole story using a greater selection of pictures. Some children will be supported with SVO sentence frames to retell one sentence per picture.	Teach the story and learn a set of instructions for Mr Wolf’s Pancakes (text map). Experience a process for making a similar simple dish. Plan by collecting vocabulary and key words. Collaboratively write the set of instructions: one picture, two sentences. Experience a new process for making a similar simple dish. Plan by collecting vocabulary and key words. Independently write the set of instructions: one picture, two sentences.	Sentence-level teaching - using question marks and exclamation marks with greater confidence. Learn a text map of a school trip to the park. Collaboratively write a recount based on an experience day. Innovate to match the school trip children have been on or a further experience day.	
Sentence- level	All dictated Recap transcription of CL and Fs: teachers to explicitly say ‘This is a sentence. What will you need?’ or ‘This isn’t a sentence. What do we not need?’ Adding -ed to verbs	Write simple S-V-O sentences	Write S-V-O sentences Begin to write S-V sentences Begin to use adjectives.	Recognise ‘is’, ‘are’, ‘has’ and ‘have’ as verbs. Write in the present tense. Write S-V-O or S-V sentences adding ‘where’. Use ‘and’ to list two adjectives or nouns.	Recap S-V-O and S-V sentences, adding ‘when’ and ‘where’. Use ‘was’ and ‘were’ to narrate action and describe in the past tense. Use ‘and’ to list two adjectives or nouns. Introduce 2:1 sentence-to-picture correspondence.	Use further irregular past tense verbs. Use ‘and’ to link two clauses. Introduce exclamation marks. Begin to use 2:1 sentence-to-picture correspondence. Begin to use the conjunction ‘because’	Further use the conjunction ‘because’. Use the conjunction ‘and’ to link two noun phrases. Introduce question marks	Continue to use 2:1 sentence-to-picture correspondence. Use further irregular past tense verbs.	Continue to use 2:1 sentence-to-picture correspondence. Use question marks and exclamation marks with greater confidence.	Consolidate any sentence types needed. If completing the recount: Introduce moving between past and present tense	
SPELLINGS 25-26 Spellings taught this term. *Spellings relate to the average child progressing through RW Phonics and the spelling programme. Spellings to be written with are a RW1 SS&L B&LW2 the spellings of the programme. Words in red words encountered in RWPhonics Words in pink: BLP spelling programme	RW1: the, to, and, she, we, be, me, my, do, go, you, this, that, look, like, has, one BLP: Unit 1: words ending in nk CEWs 1: he, she, me, be, we* see above Unit 2: Adding the suffix -ed* Unit 3: /f/ spelled ff CEWs 2: to, into, go, so, do, today *see above Special Focus 1: Compound words Unit 4: /l/ spelled ll/	RW1: pull, full, went, see, day, from, then, for, was, are, i’m, i’ll, i’ve, will, come, too ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy BLP: Unit 5: /s/ spelled ss Unit 6: /z/ spelled zz Consolidation of units 4 and 5 Unit 7: /u/ spelled oo CEWs 3: the, they, then, this, that, them Unit 8: /k/ spelled ck Special Focus 2: syllables	RW1: said, what, that, when, out, have, they, very, so, some, come, by, if, with, as oi (as in spoil) a-e (as in cake) i-e (as in smile) o-e (as in home) u-e (as in huge) ea (as in tea) BLP: Unit 9: /w/ spelled wh CEWs 4: has, was, is, his, as Unit 10: /f/ spelled ph Unit 11: /v/ spelled ve Special focus 3: of/off, have/has, are/is (recap) Unit 12: Adding -s and -es to words CEWs 5: water, school/world, friend, said Unit 13: Adding the suffix -ing	RW1: help, little, old, don’t, too, were, Mr, Mrs, saw, called, like, make, asked, here, where aw (as in yawm) are (as in care) ur (as in nurse) er (as in letter) ow (as in brown) BLP: Unit 14: /ee/ spelled y Special Focus 4: The prefix un- Unit 15: /or/ spelled ‘a’ before l or ll Unit 16: /k/ spelled k CEWs 6: would, should, could, come, some, love	RW1: who, their, because, after, again, been, love, something, one, once, ask, school, out, baby, want ai (as in snail) oa (as in goat) ew (as in chew) ire (as in fire) ear (as in hear) ure (as in pure) + set three additional sounds BLP: Unit 14: /ee/ spelled y Special Focus 4: The prefix un- Unit 15: /or/ spelled ‘a’ before l or ll Unit 16: /k/ spelled k	RW1: each, even, ever, made, time, eye, first, friends, going, good, home, how, today, says, your BLP: Special Focus 5: Days of the Week Unit 17: The suffix -er Special Focus 6: here/hear, there/their Unit 18: Suffixes -er and -est Special Focus 7: Adding -ing and -ed Unit 19: /ch/ spelled tch Special Focus 8: Adding -er and -est to adjectives Unit 20: /o/ spelled a after w and qu CEWs 7: ever, one, even, every, everyone					
SPELLINGS 26-27	BLP: Unit 1: words ending in nk CEWs 1: he, she, me, be, we *see above Unit 2: Adding the suffix -ed Unit 3: /f/ spelled ff CEWs 2: to, into, go, so, do, today *see above Unit 4: /l/ spelled ll/ Unit 5: /s/ spelled ss Unit 6: /z/ spelled zz	Unit 7: /u/ spelled oo CEWs 3: the, they, then, this, that, them Unit 8: /k/ spelled ck CEWs 4: has, was, is, his, as Special focus 3: of/off, have/has, are/is (recap) Unit 12: Adding -s and -es to words Unit 13: Adding the suffix -ing	Unit 14: /ee/ spelled y Special Focus 4: The prefix un- Unit 16: /k/ spelled k CEWs 6: would, should, could, come, some, love Special Focus 1: Compound words Special Focus 2: syllables Unit 11: /v/ spelled ve	Special Focus 2: syllables CEWs 5: water, school, world, friend, said Unit 9: /w/ spelled wh Unit 10: /f/ spelled ph CEWs 7: ever, one, even, every, everyone	Special Focus 1: Compound words Special Focus 5: Days of the Week Unit 17: The suffix -er Special Focus 6: here/hear, there/their Unit 18: Suffixes -er and -est	Special Focus 7: Adding -ing and -ed (recap) Special Focus 8: Adding -er and -est to adjectives Unit 20: /o/ spelled a after w and qu					