



Year 1

Writing

Breadth of Study



Children should be taught to:

Plan their writing by

Discussing composition ideas.

Draft and write by

Composing and rehearsing sentences orally (including dialogue), roleplaying ideas, teacher modelling

Summer Term:

Evaluate and Edit by

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Proposing changes to grammar and vocabulary to improve consistency and cohesion.

Proof-read for spelling and punctuation errors.

Perform by

Reading their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar & Punctuation	Possible genre links
<ol style="list-style-type: none"> Separating words - Leaving spaces between words Punctuating sentences using a capital letter and a full stop Developing punctuation using a question mark or exclamation mark sometimes correctly Accurate punctuation using question marks correctly when required Use grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark To recognise spoken words (dialogue in speech bubbles or encased in speech marks). 	<p>Information text Lists Labels Narrative</p>
<ol style="list-style-type: none"> Nouns, verbs and adjectives - start to build understanding Subject and verb agreement consolidating their understanding of sentences Understanding that simple sentences can be manipulated in the following order: agreement to complete a thought, subject and verb (<i>Over the fence, the dog jumped.</i>) Proper nouns - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Poetry Lists Labels Information text Narrative</p>
<ol style="list-style-type: none"> Time connectives using: <i>First, Next, Afterwards, Finally...</i> moving onto: <i>Suddenly, All of a sudden, Later on, Also, Lastly...</i> Join clauses using joining words - <i>because, but, so</i> Join clauses using subordination (e.g. <i>when/if/that/because</i>) Join clauses using coordination (e.g. <i>or/and/but</i>) and some subordination (e.g. <i>when/if/that/because</i>) 	<p>Recount Instructional Information text Narrative</p>
<ol style="list-style-type: none"> Suffixes - explore regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Tenses - explore past tense (common 'ed') and present tense. Suffixes - explore suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Prefixes - explore how the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<p>Information text Narrative</p>

Spelling

Words containing each of the 40+ phonemes already taught

Common exception words - core words

The days of the week

Name the letters of the alphabet:

Naming the letters of the alphabet in order

Using letter names to distinguish between alternative spellings of the same sound

Handwriting

Children should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

Write simple, coherent narratives about personal experiences and those of others (real or fictional).

Write about real events, recording these simply and clearly.

Demarcate sentences in their writing with capital letters and full stops, and use question marks correctly when required.

Use present and past tense mostly correctly and consistently.

Use coordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.

Spell many common exception words (core words).

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Use spacing between words that reflects the size of the letters.

Vocabulary

Synonyms and antonyms: how words are related by meaning.

Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.

Teachers should expose children to new, challenging words daily, ensuring meaning is clear and put into context.

Consolidate Learning End Of Half Term Quiz/Presentation.

Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.

Quiz - Chn to be tested writing the full alphabet and digits 0-9

Quiz - Proper nouns - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Key Vocab - capital letters, full stops, finger spaces. tall letters, small letters, and (conjunctions)

Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

Unicef Articles

Article 31

Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 29

Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.