



# 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.

Autumn	Spring	Summer
<b>Grammar</b>		
<p>To build on understanding of nouns, verbs and adjectives</p> <p>To consolidate their understanding of sentences (subject (noun) and verb agreement).</p> <p>To understand that simple sentences can be manipulated in the following order: agreement to complete a thought, subject and verb (Over the fence, the dog jumped.)</p> <p>Use the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Use coordination (e.g. <b>or/and/but</b>) and some subordination (e.g. <b>when/if/that/because</b>) to join clauses</p>	<p>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</p> <p>To explore past tense (common 'ed') and present tense.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>To use a variety of time connectives: First, Next, Afterwards, Finally... moving onto: Suddenly, All of a sudden, Later on, Also, Lastly....</p>	<p>To consolidate the use of joining words to join clauses (because, but, so).</p> <p>To use some subordination (e.g. when/if/that/because) to join clauses</p> <p>To use the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>To explore regular plural noun suffixes -s or -es, including effects of these suffixes on the meaning of the noun</p> <p>To explore suffixes that can be added to verbs where no change is needed in the spelling of root words</p> <p>Explore how the prefix un- changes the meaning of verbs and adjectives</p>
<b>Spelling</b>		
<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words - core words</p> <p>The days of the week</p> <p>Name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>		
<b>Punctuation</b>		
<p>Leaving spaces between words</p> <p>To punctuate sentences using a capital letter and a full stop</p>	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Uses question marks correctly when required</p>

Beginning to punctuate using question mark or exclamation mark correctly	To recognise spoken words (dialogue in speech bubbles or encased in speech marks).	
--	--	--

## 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.

<p>Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Chn to be tested writing the full alphabet and digits 0-9</p> <p><b>Key Vocab - capital letters, full stops, finger spaces, tall letters, small letters, and (conjunctions)</b></p>	<p>Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Chn to be tested</p> <p><b>Key Vocab - capital letters, full stops, finger spaces, tall letters, small letters, and (conjunction)</b></p>	<p>Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Proper nouns - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p><b>Key Vocab - capital letters, full stops, finger spaces, tall letters, small letters, and (conjunctions)</b></p>
--	--	--

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

**More Able**

<b>Unicef Articles</b>	
<b>Article 31</b>	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.
<b>Article 29</b>	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.