



YEAR 1

WRITING CURRICULUM



KNOW IT

YEAR 1

New Learning	Prior Learning
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SPELLING	
Plural	More than one noun.
Singular	One noun.

SENTENCE STRUCTURE	
Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which must include subject/object and verb.

PUNCTUATION	
Exclamation Mark	To indicate surprise, urgency or emphasis
Question Mark	To indicate a question.
Finger Space	A space left to separate words.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

WORD CLASS	
Noun	A word to describe a 'person, a place or a thing'.
Adjective	A word to describe a noun.
Verb	A 'doing' or 'happening' word

TENSE	
Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

PHONICS

Our school follows the Sounds-Write programme for the teaching of phonics.
Please refer to 'Phonics - Know It' and the programme teaching materials.

PHONICS

Children should be taught to segment to spell words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
		Unit 2	ee	Unit 15	ou - spelling
Unit 2	n, o, p	Unit 3	ea - spelling	Unit 16	s
		Unit 4	oe	Unit 17	s - spelling
Unit 3	b, c, g, h	Unit 5	o - spelling	Unit 18	l
		Unit 6	er	Unit 19	or
Unit 4	d, e, f, v	Unit 7	e	Unit 20	air
		Unit 8	ow	Unit 21	ue
Unit 5	k, l, r, u	Unit 9	ow - spelling	Unit 22	ew - spelling
		Unit 10	oo (as in moon)	Unit 23	oy
Unit 6	j, w, z	Unit 11	ie	Unit 24	ar
		Unit 12	oo (as in book)	Unit 25	o
Unit 7	x, y, ff, ll, ss, zz	Unit 13	oo - spelling	Unit 26	a - spelling
Unit 11	sh, ch, th, ck, wh, ng, qu				

SPELLING

Children in Year 1 should be taught to spell:			
Common Exception Words	Prefix Words	Compound Words	Word Endings
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	with the prefix 'un'. For example, untidy unhappy unwell unfair unlock undo	For example, football bedroom sunset farmyard	where no change is needed to the root: - add 'ing' 'ed' 'er' to verbs - jumping - add 'er' 'est' to adjectives - quicker Add 's' 'es' for plurals-cats Spell words with a /v/ sound at the end as ve <i>live</i> and an /i/ sound at the end as y <i>very</i>
Phonics	Polysyllabic Words	Consonant Blends	Digraphs-ff ll ss zz ck
c k ck l ll ss zz f ff ph w wh v ai ay a_e ee ea e_e igh ie i_e ow oa o_e ew ue u_e y se ou oi oy ar or aw au er ir ur ear are air oo	by breaking words into syllables likening them to a 'beat'. carrot pocket rabbit thunder	including 'ph' 'wh' 'tch' 'ch' 'nk'. phonics when match rich sink	The digraphs ff ll ss zz ck are used when the follow a single vowel in short words. huff well boss buzz sack

HANDWRITING

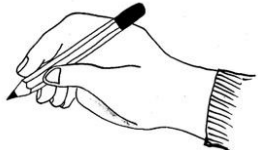
Children should be taught to:

 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 family and practise these.

Left-Handed



Right-Handed



Ensure that the needs of left-handed children are considered.

c a o d g q e s f

l i t u j y

r b n h m p k

v w x z

WRITING SKILLS

Grammar

Children should be taught to construct sentences through:

- understanding that sentences are groups of words which must contain a subject/object and a verb;
- combining words to make basic sentences which include a subject/object and a verb;
- adding adjectives to describe subject/object within the sentence;
- joining words and clauses using **and**.

Punctuation

Children should be taught to use basic punctuation accurately including:

- leaving spaces between words;
- use of a capital letter to start a sentences;
- use of a capital letter for proper nouns and personal pronoun I;
- use of full stops to mark the end of a sentence;
- use exclamation marks and question marks.

WRITING PROCESS

Produce/Publish

Read work aloud to self, peers and teacher.

Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

Edit

Read back sentence and check for sense, with adult support.

Writing Process

Prepare

Introduce task, discuss and share language and ideas.

Draft

After teacher modelling and orally rehearsing, begin to construct basic sentence structures.

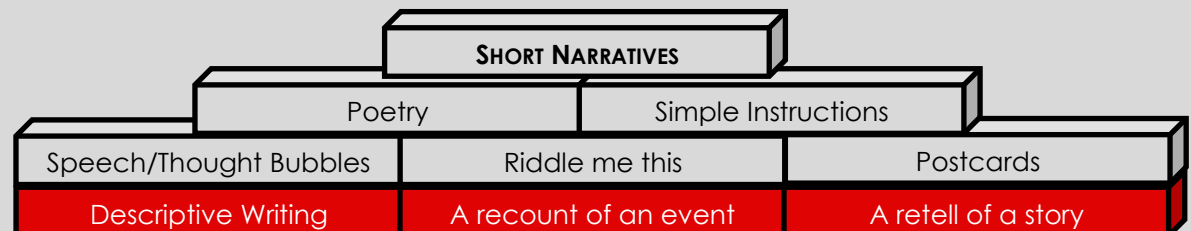
Plan

Plan ideas either orally, pictorially or with words/phrases making choices about vocabulary and sequence.

WRITING PURPOSE

Children should know that writing has a purpose and is a written way of communicating meaning.

In Year 1 children should be given the opportunity to read and write texts which inform and entertain.



- Children should be taught to consider the importance of context, audience and purpose through:

- using language such as adjectives to interest the reader;
- using sequencing words or numbers to aid cohesion;
- use subject-specific language linked to the context;



APPLY IT

YEAR 1

Children should be given opportunities to apply their sentence writing skills, phonic knowledge and sight vocabulary to construct short narratives. This should be the key focus within all writing tasks.

SUGGESTED SHORT NARRATIVES

DESCRIPTIVE WRITING	A RECOUNT OF AN EVENT	A RETELL OF A STORY	POETRY
This could be linked to an image from a book e.g. a character or setting or topic-related. Through modelling, the children should be encouraged to: • use adjectives to describe what can be seen; • use other sensory descriptions; • use an exclamatory sentence; • use subject-specific language as appropriate; • use the conjunction 'and' to link ideas.	This could be linked to a trip, school visitor or personal news. Through modelling, the children should be encouraged to: • state how the day/event has made them feel; • sequence events in chronological order; • use adjectives to describe; • use the conjunction 'and' to link information; • may use an exclamatory sentence to sum up the day.	This should be a story the children are very familiar with and have had plenty of opportunities to explore. Through modelling, the children should be encouraged to: • sequence events within their own narrative; • use nouns to refer to important characters/places; • use adjectives to describe; • use the conjunction 'and' to link ideas; • use patterned language from the text or known story language.	Children should explore and experience a range of poetry, including shape/colour poems. Through modelling, children should be encouraged to: • explore, develop and use growing vocabulary; • use adjectives to describe; • use subject-specific language; • use simple repetitive/patterned structures. Pupils should be given opportunities to perform their poems to an audience.

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SUGGESTED SHORT NARRATIVES

RIDDLE-ME-THIS	SPEECH/THOUGHT BUBBLES	SIMPLE INSTRUCTIONS	POSTCARDS
This could be linked to a topic, object or book stimulus. Through modelling, the children should be encouraged to: • begin with 'What am I?'; • include clues which will incorporate adjectives to describe; • pose a question to the reader and demarcate with a question mark; • use sensory description.	This could be linked to a familiar book, character or historical figure. Through modelling, the children should be encouraged to: • imagine what the character might say or think; • include words that the character says in speech/thought bubbles; • include a question with a question mark; • include an exclamation mark to indicate urgency or surprise.	This could be linked to learning within other curriculum areas. Through modelling, the children should be encouraged to: • include a list of equipment; • write in sequential order using numbers or sequencing words; • use present tense; • use imperative verbs; • use subject-specific language.	This could be linked to a recount of a real event or to a story. Through modelling, children should be encouraged to: • begin with a welcome greeting; • use nouns to refer to people and places; • use adjectives to describe; • use past tense; • use the conjunction 'and' to link ideas or information; • include a closing statement.