



YEAR 1

WRITING CURRICULUM



KNOW IT

YEAR 1

New Learning

Prior Learning

SPELLING

Plural	More than one noun.
Singular	One noun.

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

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.

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, <i>untidy</i> <i>unhappy</i> <i>unwell</i> <i>unfair</i> <i>unlock</i> <i>undo</i>	For example, <i>football</i> <i>bedroom</i> <i>sunset</i> <i>farmyard</i>	where no change is needed to the root: • add 'ing' 'ed' 'er' to verbs - <i>jumping</i> • add 'er' 'est' to adjectives - <i>quicker</i> Add 's' 'es' for plurals-cats Spell words with a /v/ sound at the end as <i>live</i> and an /i/ sound at the end as <i>y very</i>

Grammar

Punctuation

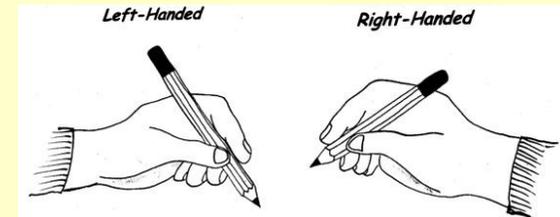
Children should be taught to construct sentences through:

<ul style="list-style-type: none">  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. 	<ul style="list-style-type: none">  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.
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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.



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

Handwriting FamiliesCurly Caterpillar Letters

c a o d g q e s f

Letter Ladders

l i t u j y

One-armed Robot

r b n h m p k

Zig-zag Letters

v w x z

WHOLE CLASS TEACHING OF ENGLISH IN YEAR 1 SHOULD INCLUDE:

- ⇒ Daily phonics: reviewing, teaching and applying code.
- ⇒ Daily handwriting instruction.
- ⇒ Daily shared reading of a quality text and/or shared writing linked to a quality text.
- ⇒ Daily opportunities to practise composition through **oral** activities.
- ⇒ Daily vocabulary instruction linked to shared texts and topics.

A MODEL SEQUENCE OF GUIDED AND INDEPENDENT TEACHING AND LEARNING OPPORTUNITIES

Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.

EMERGING WRITERS

Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- ⇒ Word build within the Initial Code.
- ⇒ Write simple dictated sentences within the initial code.
- ⇒ Re-read their work for sense and accuracy.

Orally compose their own sentences for an adult to scribe.

Independent Work

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

DEVELOPING WRITERS

Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- ⇒ Word build within the taught Extended Code
 - ⇒ Write longer dictated sentences within the initial code and taught Extended Code.
 - ⇒ Re-read their work for sense and accuracy.
- Orally compose their own sentences before writing, with adult support.

Independent Work

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

SECURE WRITERS

Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

Orally compose sentences with a focus on developing vocabulary choices.

Write for different purposes showing an awareness of the reader.

- ⇒ Re-read their work for sense and accuracy.

Independent Work

- ⇒ Write longer sequences of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.

APPLY IT

YEAR 1

SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

DESCRIPTIVE WRITING	A RECOUNT OF AN EVENT	A RETELL OF A STORY	POETRY
<p>This could be linked to an image from a book e.g. a character or setting or topic-related.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• 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.	<p>This could be linked to a trip, school visitor or personal news.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• 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.	<p>This should be a story the children are very familiar with and have had plenty of opportunities to explore.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• 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.	<p>Children should explore and experience a range of poetry, including shape/colour poems.</p> <p>Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none">• explore, develop and use growing vocabulary;• use adjectives to describe;• use subject-specific language;• use simple repetitive/patterned structures. <p>Pupils should be given opportunities to perform their poems to an audience.</p>

APPLY IT

YEAR 1

SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

RIDDLE-ME-THIS	SPEECH/THOUGHT BUBBLES	SIMPLE INSTRUCTIONS	POSTCARDS
<p>This could be linked to a topic, object or book stimulus.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• 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.	<p>This could be linked to a familiar book, character or historical figure.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• 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.	<p>This could be linked to learning within other curriculum areas.</p> <p>Through modelling, the children should be encouraged to:</p> <ul style="list-style-type: none">• include a list of equipment;• write in sequential order using numbers or sequencing words;• use present tense;• use imperative verbs;• use subject-specific language.	<p>This could be linked to a recount of a real event or to a story.</p> <p>Through modelling, children should be encouraged to:</p> <ul style="list-style-type: none">• 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.