

Year One Writing Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--------|--------|--------|--------|--------|
| Composition - NC | <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher | | | | | |
| Writing Vocabulary, grammar and punctuation - NC | <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English English appendix 2 in discussing their writing | | | | | |
| Grammar appendix 2 | <p>Word - 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 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Sentence - How words can combine to make sentences Joining words and joining clauses using and</p> <p>Text - Sequencing sentences to form short narratives</p> <p>Punctuation - Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p> <p>Terminology for pupils - letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> | | | | | |

| Curriculum Theme | Who Am I? | | Street Detectives | | Moving and Growing | |
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| No of weeks Suggested number of units | | | | | 6 weeks including 2 4 day weeks 2 units | 7 weeks (sports day, shuffle up etc) 3 units |
| Genres Please see Teacher Packs for features of genres to be taught | <ul style="list-style-type: none"> Captions, sentences and recap of Reception Little Wandle Sentences about myself Sentences about a famous person Sentences about who Mary Anning was. | <u>Narrative</u> - Dinosaur Mystery <u>Fact file</u> of a dinosaur <u>Recount</u> of finding dinosaur egg | <u>Narrative</u> - recount based on Meerkat Mail <u>Postcard</u> – to/from Sunny | <u>Narrative</u> – retelling a familiar story/innovating on a familiar tale <u>Non-fiction</u> fact file about Yate | <u>Instructions</u> for a fruit kebab <u>Descriptions</u> of characters and settings A letter to the King | <u>Narrative</u> story set in space (Way Back Home) <u>Fact file</u> writing (Look Up!) |
| Handwriting | <ul style="list-style-type: none"> 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’ (ie letters that are formed in similar ways) and to practise these | | | | | |
| Grammar | Use names of people places and things e.g. identify nouns and that they are different to verbs/adjectives Write sequences of linked sentences e.g. not always punctuation closely linked to oral retelling or known texts Demarcate sentences using a capital letter e.g. mostly accurate esp. for simple sentences Demarcate sentences using a full stop e.g. mostly accurate esp. for simple sentences | Generally use the present and past tense accurately e.g. subject verb agreement I was/we were Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. can include edited writing/with support Begin to demarcate sentences using question mark e.g. sometimes accurate Begin to demarcate sentences using exclamation mark e.g. sometimes accurate | Sequence sentences to form short narratives e.g. beginning/middle/end from known texts Sequence sentences to form simple non-fiction texts e.g. invitations/recounts/simple reports/letters/postcards Use simple language features for fiction e.g. adjectives to describe, once upon a time, nouns and pro-nouns Use simple language features for non-fiction e.g. precise nouns, bossy verbs for instructions, | Previous and Use simple organisational features in fiction and non-fiction e.g. headings, labels and captions, talk for writing structures linked to story maps | Spell common exception words and compound words e.g. can include edited writing Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing Can spell adjectives ending in er and est e.g. can include edited writing Can spell words using the prefix un e.g. can include edited writing Can spell plural nouns by adding s and es e.g. can include edited writing Can spell words containing the range of Year 1 phonemes e.g. can include edited writing Reread writing to check it makes sense and make simple changes e.g. can include edited writing Proof read and edit their writing e.g. using word banks, displays developed during talk for writing teaching sequence | |

| | | | genre specific features from known texts | | | |
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| Spelling | <ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. The /ŋ/ sound spelt n before k | <p>Division of words into syllables</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> | <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> | <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Words ending -y (/i:/ or /I/)</p> <p>Using k for the /k/ sound</p> | <p>Adding the prefix -un</p> | <ul style="list-style-type: none"> End of year expectations spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 |



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| | | | | | | <ul style="list-style-type: none">• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |
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Unit Feedback and Marking format Writing at Tyndale Primary

| | | Feedback Method Suggested | | | | | | | Assessment Notes |
|----|--------------------------------------|---------------------------|--------------|---------------------|--------------------------------|---------------------------------------|--|---------------------------|---|
| | Focus within the writing process | Verbal feedback | Self-marking | Brief adult marking | Correction of spelling/grammar | Highlighting of the writing checklist | In-depth marking <i>potentially pupil conferencing</i> | Short celebratory comment | |
| 1 | Features of text, immersion in genre | ✓ | ✓ | ✓ | ✓ | | | | There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9 |
| 2 | Comprehension of content | ✓ | ✓ | ✓ | ✓ | | | | |
| 3 | Vocabulary – short burst | ✓ | ✓ | ✓ | ✓ | | | | Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)? |
| 4 | Grammar focus | ✓ | ✓ | ✓ | ✓ | | | | Are children using the correct grammatical term, can they identify an example of each? |
| 5 | Grammar focus - short burst | ✓ | ✓ | ✓ | ✓ | | | | Can they show they can use the grammatical structure accurately discretely? |
| 6 | Plan - content and language features | ✓ | | ✓ | ✓ | | | | |
| 7 | First draft | | | | ✓ | ✓ | ✓ | | Live marking should be used for emerging writers |
| 8 | First draft | | | | ✓ | ✓ | ✓ | | |
| 9 | Edit and review | ✓ | ✓ | ✓ | ✓ | | | | |
| 10 | Final write | | | | | ✓ | ✓ | ✓ | |