



YEAR 1

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

KNOW IT

YEAR 1

New Learning

Prior Learning

TENSE

Past Tense

An action which has already happened.

Tense

A verb form which indicates time.

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.

PHONICS TERMINOLOGY

Phoneme

The smallest unit of sound

Grapheme

The written representation of a sound.

Digraph

Two letters that make one sound:
ch, sh

Split Digraph

Two letters, which have been split, making one sound.

Trigraph

Three letters which make one sound:
ure, igh

Segment

To split a word into phonemes

Cluster

Two or three consonants together.
str, cr

Alphabet

All the letters from A-Z

Vowel

a, e, i, o u
These can also be combined to make different vowel sounds.

Consonant

The remaining 21 letters of the alphabet.

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

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.






SPELLING

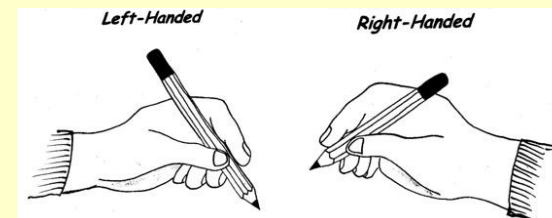
Children in Year 1 should be taught to spell:

Common Exception Words	Prefix Words	Compound Words	Word Endings
<i>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.</i>	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: <ul style="list-style-type: none"> 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>ve</i> <i>live</i> and an /i/ sound at the end as <i>y</i> <i>very</i>
Phonics	Polysyllabic Words	Consonant Blends	Digraphs-ff ll ss zz ck
<i>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 oe ou oi oy ar or aw au er ir ur ear are air oo</i>	by breaking words into syllables likening them to a 'beat'. <i>carrot</i> <i>pocket</i> <i>rabbit</i> <i>thunder</i>	including 'ph' 'wh' 'tch' 'ch' 'nk'. <i>phonics</i> <i>when</i> <i>match</i> <i>rich</i> <i>sink</i>	The digraphs ff ll ss zz ck are used when the follow a single vowel in short words. <i>huff</i> <i>well</i> <i>boss</i> <i>buzz</i> <i>sack</i>

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.

Please see RWI handwriting scheme.

RWI Handwriting Stage 2

Formation family: *six sisters, two uncles and their two pets.*

RWI Handwriting Stage 3

arm join-diagonal (3 variations)

- arm to boat
- arm to sun
- arm to sister





washing line join-horizontal (3 variations)

- washing line to boat
- washing line to sun
- Washing line to sister

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

6. Produce and publish

Read work aloud to self, peers and teacher.

1. Read and Respond

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

5. Evaluate and edit

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

Steps to Success**2. Prepare**

Introduce task, discuss and share language and ideas.

4. Draft and write

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

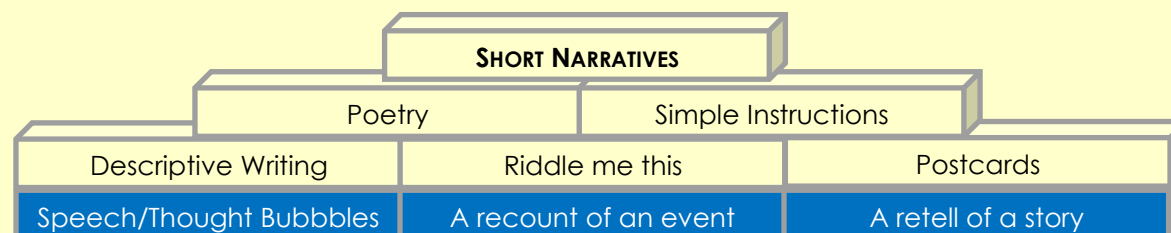
3. Plan

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 (VISIT/VISITOR AND A DIARY)	A RETELL OF A STORY (STORY WITH A FAMILIAR SETTING, STORY FROM ANOTHER CULTURE, RETELL A TRADITIONAL TALE)	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

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

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.