

Subject: English Writing Year 1

What are the aims and intentions:

That all the children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Links to EYFS:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Unit	Autumn	Spring	Summer
VPG	Compose phrases and sentences orally Speak in sentences Show an awareness of how full stops are used in writing Organise writing correctly, top to bottom, left to right Mediate for some writing	Compose sentences and phrases orally and attempt to replicate them in writing Use capital letters and full stops at times Begin to use capital letters for names Recognise basic punctuation, question marks and exclamation marks in print	Writes a sentence that makes sense using a capital letter and full stop Uses and to join words and narratives Uses capital letters for names of people, places, days of the week and personal pronoun I Begins to use question marks and exclamation marks in writing Uses some descriptive language Writes a sentences that makes sense using capital letters and full stops
Writing process	Sequence short narratives orally and pictorially based on real and fictional experiences Says out loud what is going to be written about	Begins to write short narrative based on real and fictional experiences Includes a simple beginning, middle and end in writing	Writes a short narrative based on real and fictional experiences Uses a simple plan Re-reads what has been written to check it makes sense Make simple changes to writing where suggested

		Discuss what they have written with teacher or peers	Reads aloud their own writing clearly enough to be heard by teacher and peers
Spelling	Spelling vc words Spelling cvc words (short and long vowels) Spelling words with adjacent consonants Spelling some CEW/HFW Spelling words ending in ff, ll, ss zz ck Spelling words ending the ng sound (n before k) Spelling names of the letters of the alphabet in order	Spelling words with consonant digraphs and some vowel digraphs/ trigraphs Using alternative vowel phonemes (/ay//ai//a_e/) New consonant spellings <i>ph</i> and <i>wh</i> Spelling words ending in <i>-y</i> Spelling majority of CEW / HFW Begins to spell the <u>singular</u> plural of words Divides words into syllables	Spelling compound words Spelling days of the week Spelling numbers to 20 Spelling words ending in <i>tch</i> Spelling <u>plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words Spelling verbs where no change is needed to the root word Adding endings <i>-ing -ed -er</i> Spelling adjectives where no change is needed to the root word Adding <i>-er</i> and <i>-est</i> Spelling words with the addition of the prefix <i>un-</i> Spelling Y1 CEW / HFW Spelling phonetically plausible attempts of new words Begins to form lower case letters in the correct direction starting and finishing in the right place Forms capital letters correctly
Handwriting	Handwriting sits correctly at the table and holds a pencil comfortably and correctly Handwriting distinguishes between lower case letters and capital letters form digits 0-9	Spaces evident between words understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	Spaces evident between words Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Key vocabulary	singular plural punctuation question mark Trigraph	noun adjective verb digraph	Key skills: Communication skills Organisational skills

	Split-Digraph Phoneme Grapheme	Research skills Editing Stamina
	Cultural capital:	world book day, Ian bland performance poetry, author