

YEAR 1 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
COMPOSITION	Pupils should be taught to: 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 aloud their writing clearly enough to be heard by their peers and the teacher.	
TEXT/ VOCAB	Sequencing sentences to form short narratives <i>Introduce the terms: nouns and verbs</i>	Sequencing sentences to form short narratives <i>Introduce the terms: nouns and verbs</i>
SENTENCE	How words can combine to make sentences <i>a) Simple sentence correctly punctuated - identify who is the (subject) and what they are doing (verb).</i> <i>c) Connective openers (conjunctions) - first, next, then, finally to be used in verbal sentences and begin to use in written form (instructions)</i>	How words can combine to make sentences <i>a) Simple sentence correctly punctuated - identify who is the (subject) and what they are doing (verb).</i> <i>c) Connective openers (conjunctions) - first, next, then, finally to be used in verbal sentences and begin to use in written form (instructions)</i>
PUNCTUA TION	Separation of words with spaces Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun I	Separation of words with spaces Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun I
GENRE/ TEXTS	<ul style="list-style-type: none"> • Own Planning- Narrative - Funnybones • Narrative - Little Red Riding Hood 	<ul style="list-style-type: none"> • Non-Fiction - Toys from the Past • Narrative - Pinocchio
SPELLING	<u>YEAR 1 SPELLING</u> Pupils should be taught to: 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 <u>English Appen 1</u> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<u>Specific Spellings (Appendix):-</u> See Letters and Sounds document
HAND WRITING	Pupils should be taught to: <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' (i.e. letters that are formed in similar ways) and to practise these 	

YEAR 1 LITERACY- WRITING

	SPRING 1	SPRING 2
COMPOSITION	Pupils should be taught to: 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 aloud their writing clearly enough to be heard by their peers and the teacher.	
TEXT/ VOCAB	Sequencing sentences to form short narratives <i>Introduce the terms: adjectives</i>	Sequencing sentences to form short narratives <i>Introduce the terms: adjectives</i>
SENTENCE	Identify the need for a subject and verb and how to add adjectives. Joining words and joining clauses using <i>and</i> <i>e) 2 ads - to write a sentence which contains two describing words separated by and.</i> <i>He was a fat and hairy troll.</i>	Identify the need for a subject and verb and how to add adjectives. Joining words and joining clauses using <i>and</i> <i>e) 2 ads - to write a sentence which contains two describing words separated by and.</i> <i>He was a fat and hairy troll.</i>
PUNCTUATION	Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>	Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
GENRE / TEXTS	<ul style="list-style-type: none"> • Non- Fiction - Ice Planet Adventure • Narrative - Wombat Goes Walkabout 	<ul style="list-style-type: none"> • Narrative - Grandad's Island • Non-Fiction - On Safari
SPELLING	<u>YEAR 1 SPELLING</u> Pupils should be taught to: 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 <u>English Appen 1</u> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<u>Specific Spellings (Appendix):-</u> See Letters and Sounds document
HAND WRITING	Pupils should be taught to: <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' (i.e. letters that are formed in similar ways) and to practise these 	

YEAR 1 LITERACY- WRITING

	SUMMER 1	SUMMER 2
COMPOSITION	Pupils should be taught to: 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 aloud their writing clearly enough to be heard by their peers and the teacher.	
TE XT /	Sequencing sentences to form short narratives . Teach the terms singular, plural.	Sequencing sentences to form short narratives Teach the terms singular, plural.
SENTENCE	b) List (adjective) sentence - to speak (HA could begin to write simple lists) -This must be modelled in writing by the teacher. <i>At the park Jake played on the slide, swings and roundabout.</i> f) BOYS sentence (compound) - Begin to teach simple conjunctions - elements of FANBOYS through verbal sentences <i>He was a friendly man most of the time, but he could be nasty.</i> g) Connective sentence -to use because in verbal sentences and begin to use in writing. <i>I like football because it keeps me fit.</i>	b) List (adjective) sentence - to speak (HA could begin to write simple lists) -This must be modelled in writing by the teacher. <i>At the park Jake played on the slide, swings and roundabout.</i> f) BOYS sentence (compound) - Begin to teach simple conjunctions - elements of FANBOYS through verbal sentences <i>He was a friendly man most of the time, but he could be nasty.</i> g) Connective sentence -to use because in verbal sentences and begin to use in writing. <i>I like football because it keeps me fit.</i>
PUNCTU ATION	Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun I Introduction to exclamation marks to demarcate sentences	Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun I Introduction to exclamation marks to demarcate sentences
GENRE / TEXTS	<ul style="list-style-type: none"> • Own Planning - Narrative - Aliens love Underpants • Poetry - When I Am By Myself 	<ul style="list-style-type: none"> • Narrative - The Queen's Hat • Non-Fiction - Our Trip to the Wood
SPELLING	YEAR 1 SPELLING Pupils should be taught to: 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 <u>English Appen 1</u> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Specific Spellings (Appendix):- The /v/ sound at the end of words- English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. e.g. have, live, give Adding s and es to words (plural of nouns and the third person singular of verbs)- If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es. E.g. cats, dogs, spends, rocks, thanks, catches Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. Adding -er and -est to adjectives where no change is needed to the root word As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. E.g. grander, grandest, fresher, freshest, quicker, quickest Adding the prefix -un The prefix un- is added to the beginning of a word without any change to the spelling of the root word. E.g. unhappy, undo, unload, unfair, unlock
HAND WRITING	Pupils should be taught to: <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' (i.e. letters that are formed in similar ways) and to practise these 	