



Year 1 Writing National Curriculum

<p>Transcription: Spelling See English Appendix 1</p>	<p>Pupils should be taught to: Spell: * words containing each of the 40+ phonemes already taught * common exception words * the days of the week Name the letters of the alphabet: * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Appendix 2 states, ‘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’ * using the prefix un– Appendix 2 states, ‘How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]’ * 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] Appendix 2 states, ‘Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)’ Apply simple spelling rules and guidance, as listed in English Appendix 1. Additional in Appendix 1: Compound words and Common exception words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Appendix 1 also states: Division of words into syllables</p>
<p>Transcription: Handwriting</p>	<p>Pupils 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 ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>
<p>Composition</p>	<p>Pupils should be taught to: • Write sentences by: * 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.</p>
<p>Vocabulary, grammar and punctuation See English Appendix 2</p>	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: * 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 Appendix 2 in discussing their writing. Additional detail mentioned in Appendix 2 * How words can combine to make sentences. * Sequencing sentences to form short narratives. * Terminology: letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark</p>

Year 1 Woodland Writing LTP

Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Class Text	Toby and the Great Fire of London													
Writing Outcome	Teacher discretion	Fiction Beating the Monster			Non Fiction Information		Concrete Poetry	Fiction Loosing Tale			Non Fiction Instructions : making a spell		Acrostic Poetry	Teacher Discretion
Writing Hook		Traditional Tale – Hansel and Gretel			History topic: The Great Fire of London		Bonfire Night	Room on the Broom by Julia Donaldson			Room on the Broom by Julia Donaldson		Christmas	
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. 							<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. 						
Composition	<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Compose a sentence orally before writing it. 		<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about 			
Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. 			<ul style="list-style-type: none"> Punctuate sentences using a capital letter and full stop. Using a capital letter for names of people and places. 		<ul style="list-style-type: none"> Compose a sentence orally before writing it. 		<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. joining words and joining clauses using 'and' 			<ul style="list-style-type: none"> Punctuate sentences using a capital letter and full stop. Using a capital letter for names of people and places. Compose a sentence orally before writing it 		<ul style="list-style-type: none"> Compose a sentence orally before writing it. 	
Weekly spelling focus	'f' and 's' spelt 'ff' and 'ss'	'l' and 'z' spelt 'll' and 'zz'	'k' spelt 'ck'	Adding 'ing' and 'ed' where no changes are made to root word	'ch' spelt 'ch' 'ch' spelt 'tch'	'v' spelt 'v' 'v' spelt 've'	'ai' and 'oi' Mostly in the middle of words	'ay' and 'oy' at the end of words	'oa' spelt 'oa' and 'ow'	'ee' spelt 'e'	'ea'	'ie' making the 'igh' and 'ee' sounds	'igh'	
Example vocabulary	off, puff, sniff, miss, hiss, less	well, pull, full, wall, buzz, fizz	back, stick, flick, trick	hunting, hunted, buzzing, buzzed, jumping, jumped	chip, chick, rich, much catch, fetch, match, hutch, kitchen	van, vet, visit, have, live, give, love, glove, above, nerve	rain, wait, train, paid, afraid, oil, join, coin, point, soil	play, way, stay, today, say, boy, toy, enjoy, annoy, royal	goal, coach, goat, own, snow, grow	me, she, we, be, he, see, tree, green, meet, week	dream, meat, each, scream, read	lie, tie, pie, cried, tried, dried, field, thief, shield	right, bright, light, night, fright, tight, high	
CEW Spelling Homework	the, a, do, to, today, of, said, says, are, were							was, is, his, has, I, we, no, go so, by						

Spring term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Class Text	The Way back Home						Man on the Moon					
Writing Outcome	Concrete Poetry	Fiction Journey Tale			Non Fiction Recount (biography)			Fiction Wishing Tale		Non Fiction Information		Teacher Discretion
Writing Hook	Spring	The Way Back Home (video on Literacy Shed)			Neil Armstrong (Little People, Big Dreams series)			Giraffes Can't Dance		Giraffe facts video		
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. 						<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. Understand which letters belong to which handwriting families. 					
Composition	<ul style="list-style-type: none"> Compose a sentence orally before writing it 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 		<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about 		
Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> Compose a sentence orally before writing it 	<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. joining words and joining clauses using 'and' Use an exclamation mark 			<ul style="list-style-type: none"> Punctuate sentences using a capital letter and full stop. Using a capital letter for names of people and places. Use a question mark 			<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. joining words and joining clauses using 'and' Use an exclamation mark 		<ul style="list-style-type: none"> Punctuate sentences using a capital letter and full stop. Using a capital letter for names of people and places. Use a question mark 		
Weekly spelling focus	'ar'	'er'	'ir' and 'ur'	Adding 'er' to adjectives	Adding 'est' to adjective	Days of the week	'k' sound spelt 'k' not 'c'	Chatty friends 'a-e' and 'o-e'	Chatty friends 'i-e' and 'o-e'	'u-e'	'oo' middle of words	
Example vocabulary	car, start, park, arm, garden, artist, star	better, under, summer, winter, sister, rubber	girl, bird, shirt, first, third turn, hurst, church, burst, burn	grander, fresher, quicker, taller, slower, faster	grandest, freshest, quickest, tallest, slowest		kit, skin, skill, king, kettle	made, came, same, take, safe, date	five, ride, like, time, side, home, those, hope, hole	June, rude, rule, flute, use, tube, tune, huge, cute, cube	food, pool, moon, soon, zoo, book, took, foot, wood, good	
CEW Spelling Homework	my, here, there, where, love, come, some, one, once, ask						pull, full, he, me, she, house, our, friend, school, put					

Summer term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Class Text	Percy the Park Keeper – The Rescue Party/						Winnie and Wilbur at The Seaside							
Writing Outcome	Teacher Discretion	Fiction Warning Tale			Non Fiction Instructions			Fiction Fantasy Story			Non Fiction Recount		Poetry Acrostic poem	Teacher Discretion
Writing Hook		The Lorax extract film clip			Planting a seed/taking care of a plant activity			Shared experience – small door in the classroom: where does it lead?			A visit to the museum			
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. Understand which letters belong to which handwriting families. 						<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. Understand which letters belong to which handwriting families. 							
Composition	<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about re-reading what they have written to check that it makes sense 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about Sequence sentences to form short narratives 			<ul style="list-style-type: none"> Compose a sentence orally before writing it Say out loud what they are going to write about re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Compose a sentence orally before writing it 		
Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. joining words and joining clauses using 'and' Use an exclamation mark 			<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. 			<ul style="list-style-type: none"> Leave spaces between words. Punctuate sentences using a capital letter and full stop. joining words and joining clauses using 'and' Use an exclamation mark 			<ul style="list-style-type: none"> Punctuate sentences using a capital letter and full stop. Leave spaces between words. Using a capital letter for names of people and places. Use an exclamation mark 		<ul style="list-style-type: none"> Compose a sentence orally before writing it 		
Weekly spelling focus	'oo' spelt 'ue' and 'ew'	'ou' and 'ow'	'ee' spelt 'y'	'or' and 'ore'	'aw' and 'au'	'air' and 'are'	'ear'	'ph' and 'wh'	Prefix 'un'	Adding 's' to words	Adding 'es' to words	Compound words		
Example vocabulary	blue, clue, true, rescue, drew, new, few, grew, flew, threw	now, how, brown, down, town, out, about, mouth, sound, you	very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny	for, short, born, horse, morning, more, score, before, shore	saw, draw, yawn, crawl, claw, August, dinosaur, astronaut	air, fair, pair, hair, chair, bare, dare, care, share, scared	dear, hear, beard, near, year, clear, fear	dolphin, alphabet, phonics, elephant, when, where, which	unhappy, undo, unload, unfair, unlock, unwrap, unzip, untidy, unwell	cats, dogs, spends, rocks, friends	catches, pushes, fetches	football, playground, farmyard, bedroom, lighthouse, bathroom		

CEW Spelling Homework	push, you, your, they, be, the, said, are	Teacher to review CEW regularly spelt incorrectly	
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