



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 1

2024 - 2025

Curriculum Planning Booklet

Writing

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Considering the four purposes of writing, the progression of teaching writing is as follows:

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Y1-Y2	✓	✓		
Y3-Y4	✓	✓	✓	
Y5-Y6	✓	✓	✓	✓

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new GPCs and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs. The term ‘common exception words’ is used throughout the programmes of study for such words.

Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school’s curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Through listening, pupils start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of

others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Notes and guidance (non-statutory): Transcription

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Notes and guidance (non-statutory) : Handwriting

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Notes and guidance (non-statutory): Composition

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Notes and guidance (non-statutory): Vocabulary, Grammar and Punctuation

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#)

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In YR, children working at the expected standard can:</p> <ul style="list-style-type: none"> • ELG01: listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ask questions to clarify their understanding • ELG02: participate in small group, class and one-to-one discussions, offering their own ideas and using recently introduced vocabulary; express their ideas using full sentences • ELG07: hold a pencil effectively • ELG08: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • ELG09: say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with the phonic knowledge; read some common exception words • ELG10: 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 	<p>In writing, most children will be able to: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form lower-case letters in the correct direction • Form capital letters accurately • Form digits 0-9 accurately • Finger spaces between words • Punctuate sentences with a capital letter and a full stop • Spell words containing each of the phonemes already taught • Spell some common exception words correctly • Names the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Write, from memory, simple sentences dictated by the teacher • Compose a sentence orally before writing it <p>In spoken language, most children will be able to:</p> <ul style="list-style-type: none"> • Speak clearly and confidently in a small group of known peers • Sequence events using the language of time or number • Speak clearly when presenting learning to the class • Include 'because' to justify ideas • Use sentence stems with some prompting

Prior Knowledge	New Knowledge: Spring Term
<p>In Y1, children working at the expected standard can: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form lower-case letters in the correct direction • Form capital letters accurately • Form digits 0-9 accurately • Finger spaces between words • Punctuate sentences with a capital letter and a full stop • Spell words containing each of the phonemes already taught • Spell some common exception words correctly • Names the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Write, from memory, simple sentences dictated by the teacher • Compose a sentence orally before writing it 	<p>In writing, most children will be able to: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week, and for the personal pronoun, I • Write lower-case letters that are appropriate in size relative to each other • Use uniformity in spacing of letters and words • Begin to use question marks appropriately • Use time conjunctions to show first/next/then etc when sequencing events • Use suffixes -s and -es to create plural nouns • Write, from memory, simple sentences dictated by the teacher • Compose a sentence orally before writing it <p>In spoken language, most children will be able to:</p> <ul style="list-style-type: none"> • Use non-verbal signals to indicate dis/agreement • Use sentence stems independently • Retell a story to a small groups, recognising when events are out of sequence and self-correcting • Use talk tokens to take turns

Prior Knowledge	New Knowledge: Summer Term
<p>In Y1, children working at the expected standard can: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Form lower-case letters in the correct direction • Form capital letters accurately • Form digits 0-9 accurately • Finger spaces between words • Punctuate sentences with a capital letter and a full stop • Spell words containing each of the phonemes already taught • Spell some common exception words correctly • Names the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Compose a sentence orally before writing it • Use capital letters for names of people, places and days of the week, and for the personal pronoun, I • Write lower-case letters that are appropriate in size relative to each other • Use uniformity in spacing of letters and words • Begin to use question marks appropriately • Use time conjunctions to show first/next/then etc when sequencing events • Use suffixes -s and -es to create plural nouns • Write, from memory, simple sentences dictated by the teacher • Compose a sentence orally before writing it 	<p>In Y1, most children will be able to: After discussion with the teacher:</p> <ul style="list-style-type: none"> • Use upper and lower-case letters which are appropriate in size relative to each other • Use ! at the end of some sentences as appropriate • Use the prefix un- to change the meaning of words • Use the suffix -ing/-ed where no change is needed in the spelling of the root word • Write from memory simple sentences dictated by the teacher • Compose a sentence orally before writing it • Sequence sentences to write short narratives • Read aloud their writing clearly enough to be heard by their peers and the teacher • Join words and clauses using <i>and</i> • Disagree politely <p>In spoken language, most children will be able to:</p> <ul style="list-style-type: none"> • Recognise when the wrong stem has been used and choose a more appropriate one • Speak clearly and confidently when explaining learning to an adult • Evaluate learning, maintaining eye contact with the audience

How will we achieve our intent? (IMPLEMENTATION)

Y1: Autumn = 8 weeks + 7 weeks

Y1 Overview: Writing to Inform – My Family	
<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell)</p> <p><i>Use phonics lessons and Rocket Words to</i></p> <ol style="list-style-type: none"> Spell words containing each of the phonemes already taught Spell some common exception words correctly Use letter names to distinguish between alternative spellings of the same sound Write, from memory, simple sentences dictated by the teacher 	<p>3. Composition + Vocab & Grammar & Punctuation 5 lessons</p> <p>Key learning: finger spaces, accurately formed letters, use sentence stems</p> <ol style="list-style-type: none"> Use finger spaces effectively: <i>write a series of sentences to tell your teacher your name and who lives in your house; what makes you, you?</i> Read back own writing: <i>Read your writing to a partner</i> Proofread a partner’s writing: <i>read a partner’s writing and check for finger spaces and readable letters</i>
<p>2. Handwriting via daily, discrete teaching</p> <ol style="list-style-type: none"> Form lower-case letters in the correct direction (follow schedule dictated by phonics learning) 	

Y1 Overview: Writing to Entertain – Use captions to retell a familiar story	
<p>2. Transcription via daily phonics + weekly Rocket Words (read & spell)</p> <p><i>Use phonics lessons and Rocket Words to</i></p> <ol style="list-style-type: none"> Spell words containing each of the phonemes already taught Spell some common exception words correctly Use letter names to distinguish between alternative spellings of the same sound Write, from memory, simple sentences dictated by the teacher 	<p>3. Composition + Vocab & Grammar & Punctuation 12 lessons</p> <p>Jack and the Beanstalk</p> <p>Key learning: finger spaces, accurately formed letters, adjectives, speaking clearly, use sentence stems</p> <ol style="list-style-type: none"> Consider the audience and purpose of the writing: <i>Listen to the story, participating in repeated phrases and predicting what next...why do we like this story?</i> Identify the key features of a sentence: <i>listen to and explore the story; notice the use of finger spaces to separate each word and full stops to separate each sentence, explore the impact for reading.</i> Begin to use sentence stems: <i>add labels (including adjectives) to describe a character or setting; the mean giant, the leafy beanstalk, poor Jack... insist upon finger spaces to separate each word</i> Speak clearly and confidently in a small group of known peers: <i>retell the story using key vocabulary, including adjectives</i> Identify the beginning, middle and end of a familiar story: <i>sequence images from the story and describe them using key vocabulary, including adjectives</i> Sequence events from a familiar story: <i>write captions for each event using finger spaces and accurately formed letters</i>
<p>2. Handwriting via daily, discrete teaching</p> <ol style="list-style-type: none"> Form lower-case letters in the correct direction (follow schedule dictated by phonics learning) Write the letters of the alphabet in order (one letter per day; ensure accurate letter formation) Form capital letters accurately 	

Y1 Overview: Writing to Inform – First person recount in role

1. Transcription
via daily phonics + weekly Rocket Words (read & spell)
Use phonics lessons and Rocket Words to
 a. Spell words containing each of the phonemes already taught
 b. Spell some common exception words correctly
 c. Use letter names to distinguish between alternative spellings of the same sound
 d. Write, from memory, simple sentences dictated by the teacher

2. Handwriting
via daily, discrete teaching
 a. Form lower-case letters in the correct direction (follow schedule dictated by phonics learning)
 b. Form capital letters accurately (one letter per day with accompanying lower-case letter so that children can tell the difference)
 c. Write the letters of the alphabet in order

3. Composition + Vocab & Grammar & Punctuation
10 lessons

Link to history: **Great Fire of London**
[PuddingLane - THE LITERACY SHED](#)

Key Learning: sentences demarcated with full stop + capital letter

- a. Consider the audience and purpose of the writing: *[we will write a diary about London at the time of the Great Fire.] Watch the video (see link above) to see what London was like in the 17th Century. [SCAFFOLD: download stills from the video for white-space annotation] Q: What do you notice about London? (why is the washing hung up across the streets? Why are the roads so narrow? Why are there fires in the lamps? Why are their pigs outside the buildings?)*
- b. Develop imagination: *rewatch the video clip. Q: what jobs might people have had in those days? (butcher, baker, farmer, shopkeeper, blacksmith, beggar, priest) Explore each trade and then use role play to re-enact each job and then to act a street scene. CT to question each tradesperson and ask what they were doing; scribe First Person answer... I was... when... to model accurate sentence demarcation.*
- c. Develop imagination: *Use role play to imagine going to sleep and hearing noises which wake them up, they smell smoke... how do they feel? What do they do?*
- d. Punctuate sentences with a capital letter and full stop: *use a substitution table to create first person statements, accurately punctuated. (I was... when...)*

I was	when	so
Hanging out the washing	I heard screams	I ran to the door

- e. Write a diary
 - o Compose a sentence orally before writing it
 - o Use finger spaces between words
 - o Punctuate sentences with a capital letter and a full stop
 - o Peer-Assess each sentence before writing the next
- f. Publish your writing: *illustrate the work*

Changed to report on Weather – Linked to science learning

Y1 Overview: Writing to Entertain – Character Description

<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell)</p> <p><i>Use phonics lessons and Rocket Words to</i></p> <ol style="list-style-type: none"> Spell words containing each of the phonemes already taught Spell some common exception words correctly Use letter names to distinguish between alternative spellings of the same sound Write, from memory, simple sentences dictated by the teacher 	<p>3. Composition + Vocab & Grammar & Punctuation 16 lessons</p> <p>Goldilocks and the 3 Bears</p> <p>Key Learning: sentences demarcated with full stop + capital letter, adjectives</p> <ol style="list-style-type: none"> Consider the audience and purpose of the writing: <i>Listen to the story, participate in repeated phrases, predict what happens next... what do you enjoy about this story?</i> Speak clearly when presenting learning to the class: <i>Role-play a familiar story - Goldilocks; explore changes to character/setting/ending</i> Use adjectives accurately: <i>draw the main character; label appearance using adjectives (ruby red cloak, blonde hair, friendly smile, curious eyes)</i> Punctuate sentences with a capital letter and a full stop: <i>convert labels into a series of statements through dictation, accurately demarcated, accurate pronouns</i> Write a character description: <i>choose from a familiar book character – Little Red, Gruffalo, Jack, child-choice</i> <ul style="list-style-type: none"> ○ Compose a sentence orally before writing it ○ Use finger spaces between words ○ Punctuate sentences with a capital letter and a full stop ○ Peer-assess each sentence before writing the next
<p>2. Handwriting via daily, discrete teaching</p> <ol style="list-style-type: none"> Form lower-case letters in the correct direction (follow schedule dictated by phonics learning) Form capital letters accurately (one letter per day with accompanying lower-case letter so that children can tell the difference) Write the letters of the alphabet in order Form digits 0-9 accurately 	

Y1 Overview: Writing to Inform – Report

<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell)</p> <p><i>Use phonics lessons and Rocket Words to</i></p> <ol style="list-style-type: none"> Spell words containing each of the phonemes already taught Spell some common exception words correctly Use letter names to distinguish between alternative spellings of the same sound Write, from memory, simple sentences dictated by the teacher 	<p>3. Composition + Vocab & Grammar & Punctuation 16 lessons</p> <p>Link to Geography learning (What do I know about my local area?)</p> <p>Key Learning: sentences demarcated with full stop + capital letter, adjectives, capital letter for person pronoun, I</p> <ol style="list-style-type: none"> Consider the audience and purpose of the writing: <i>we want to tell our parents the most interesting thing we have learnt this term.</i> Orally recount recent learning: <i>Review [geography/science/art] learning this term</i> Use capital letter for the personal pronoun, I: <i>I learnt... I didn't know that... I enjoyed... did you know...</i> Write a report <ul style="list-style-type: none"> ○ Compose a sentence orally before writing it ○ Use finger spaces between words ○ Punctuate sentences with a capital letter and a full stop ○ Peer-assess each sentence before writing the next Read writing clearly enough to be heard by peers and familiar adults
<p>2. Handwriting via daily, discrete teaching</p> <ol style="list-style-type: none"> Form lower-case letters in the correct direction (follow schedule dictated by phonics learning) Form capital letters accurately Write the letters of the alphabet in order Form digits 0-9 accurately 	

Before moving into the summer term, ensure all KEY learning concepts are embedded:

- **finger spaces**
- **accurately formed letters**
- **adjectives**
- **sentences demarcated with capital letter and full stop**
- **capital letter for personal pronoun, I**

Y1 Overview: Writing to Entertain – No More Marking

1. Transcription
via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons and Rocket Words to

- a. Spell words containing each of the phonemes already taught
- b. Spell some common exception words correctly
- c. Use letter names to distinguish between alternative spellings of the same sound
- d. Write, from memory, simple sentences dictated by the teacher

2. Handwriting
via daily, discrete teaching

- a. Write lower-case letters that are appropriate in size relative to each other (follow schedule dictated by phonics learning)

3. Composition + Vocab & Grammar & Punctuation
4 lessons

Key Learning: building writing stamina, independence, sentences demarcated with capital letter + full stop, adjectives, cohesion



Picture Stimulus

- a. To predict what might happen next: *use the picture to discuss what is happening. What are the ants doing? What are the children doing? What might happen next? What might have happened before this picture?*
- b. Plan to write: *CT to model how to plan a 3-part story using pictures and labels, retell the story using the plan (incorporate common story phrases), children work in pairs to plan their own version of the story using pictures and labels – retell their story to a new pair; check for cohesion*
- c. Use a plan to write a story: *use the plan to write a simple story using a series of statements, include adjectives and common story phrases, sentences should be accurately demarcated. Provide sentence stems for common phrases and a word bank of familiar adjectives. Encourage children to use growing phonics knowledge for spelling.*
- d. Use the NMM picture stimulus:
Plan to write: *after discussion with CT, plan a 3-part story and then write it*
 - Use sentence stems: *story language; common phrases*
 - Use precise adjectives: *describe characters*
 - Compose a sentence orally before writing it
 - Use uniformity in spacing of letters and words
 - Punctuate sentences with a capital letter and a full stop
 - Proofread each sentence before writing the next

Y1 Overview: Writing to Entertain – Reiterate a familiar story

2. Transcription

via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons and Rocket Words to

- Spell words containing each of the phonemes already taught
- Spell some common exception words correctly
- Use letter names to distinguish between alternative spellings of the same sound
- Write, from memory, simple sentences dictated by the teacher

2. Handwriting

via daily, discrete teaching

- Write lower-case letters that are appropriate in size relative to each other (follow schedule dictated by phonics learning)
- Form capital letters accurately – in alphabetical order
- Form question marks accurately
- Use uniformity in spacing of letters in words
- Use the suffix -s to create plural nouns (*friends, hens, dogs, goats, donkeys, days...* [Plural Rules](#))

3. Composition + Vocab & Grammar & Punctuation

20 lessons

[Little Red Hen](#) (link to DT - making a smoothie)

Key Learning: cohesion, imagination, capital letters for names of people and personal pronoun I, question marks

- Use capital letters for names of people: *what are your friends called? Include surnames and notice that these need capital letters too*
 - Use capital letter for the personal pronoun, I: *practice through **dictation**, insist upon accurate sentence demarcation*
-
- Use story language: *Listen to the story; identify & join in with common story phrases*
 - Identify the beginning, middle and end of the story: *listen to and explore the story*
 - Understand the purpose of questions: *Hot-seat characters, asking question to uncover their motives (teacher to model how to write questions)*
 - Begin to use question marks appropriately: *practice through dictation, then create own questions and demarcate these accurately*
 - Plan a story: *Little Red Hen / Big Friendly Lion / Large Orange Fish makes a smoothie/chapatti/birthday cake, who does s/he ask for help? Where is the story set (farm / jungle / ocean) What is the repeated phrase?*
 - Write a story: *follow your plan to write the story*
 - Use sentence stems: *story language; common phrases*
 - Use precise adjectives: *describe characters*
 - Compose a sentence orally before writing it
 - Use uniformity in spacing of letters and words
 - Punctuate sentences with a capital letter + full stop/question mark
 - Peer-Assess each sentence before writing the next
 - Use non-verbal signal to indicate dis/agreement: *read a selection of the work – whose was the most entertaining and why?*

Y1 Overview: Writing to Inform – Instructions

<p>1. Transcription via daily phonics + weekly Rocket Words (read & spell)</p> <p><i>Use phonics lessons and Rocket Words to</i></p> <ol style="list-style-type: none"> a. Spell words containing each of the phonemes already taught b. Spell some common exception words correctly c. Use letter names to distinguish between alternative spellings of the same sound d. Write, from memory, simple sentences dictated by the teacher 	<p>3. Composition + Vocab & Grammar & Punctuation 20 lessons</p> <p>Link to DT – making a smoothie Link to Science – healthy eating <i>We will write instructions for a healthy smoothie that a superhero might make.</i></p> <p>Key Learning: cohesion, accurate sentence demarcation, time conjunctions, s & -es plurals</p> <ol style="list-style-type: none"> a. Use the suffix -s and -es to create plural nouns: <i>grapes, strawberries, oranges, glasses, knives,</i>
<p>2. Handwriting via daily, discrete teaching</p> <ol style="list-style-type: none"> a. Write lower-case letters that are appropriate in size relative to each other – in alphabetical order b. Form digits 0-9 accurately c. Use uniformity in spacing of letters in words d. Use capital letters for the Days of the Week e. Use the suffix -es to create plural nouns (<i>bunches of grapes, glasses, dresses, foxes ... Plural Rules</i>) 	<ol style="list-style-type: none"> b. Consider the audience and purpose of the writing: <i>study WAGOLL instructions and discuss audience and purpose [we will present to our parents at Pop-up]</i> c. Use time conjunctions to sequence events: <i>use talk tokens and photos of own smoothie making – first / next / then / finally, use dictation to practice writing these within accurately demarcated sentences</i> d. Consider what the audience needs: <i>use SLOW WRITING to complete an introduction paragraph</i> e. Write instructions: <i>How To Make A Smoothie</i> <ul style="list-style-type: none"> ○ Compose a sentence orally before writing it ○ Use uniformity in spacing of letters and words ○ Punctuate sentences with a capital letter and a full stop ○ Peer-Assess each sentence before writing the next ○ Proofread for cohesion and spelling

Before moving into the summer term, ensure all KEY learning concepts are embedded:

- **finger spaces**
- **accurately formed letters**
- **adjectives**
- **sentences formed with capital letter and full stop**
- **capital Letter for personal pronoun, I**
- **question marks**
- **time conjunctions**
- **plurals using -s and -es**

Y1 Overview: Writing to Entertain – Rewrite a familiar story

1. Transcription

via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons and Rocket Words to

- a. Spell words containing each of the phonemes already taught
- b. Spell some common exception words correctly
- c. Use letter names to distinguish between alternative spellings of the same sound
- d. Write, from memory, simple sentences dictated by the teacher

2. Handwriting

via daily, discrete teaching

- a. Use upper and lower-case letters which are appropriate in size relative to each other – in alphabetical order
- b. Use capital letters for days of the week
- c. Use the suffixes -s and -es to create plural nouns: (*houses, pigs, boxes, sticks, journeys* [Plural Rules](#))
- d. Use the suffix -ed (*warned, wondered, boiled, whispered, located*)
- e. Use the prefix un-: (*unkind, unhappy, undo, untidy, unheard*)

3. Composition + Vocab & Grammar & Punctuation

20 lessons

Three Little Pigs (link to Great Fire of London)

We will write a story based upon *Three Little Pigs*, linking to what we know about flammable materials and houses, and set in London.

Key Learning: cohesion, accurate sentence demarcation, and to join words and clauses, suffix -ed and prefix un-

- a. Use capital letters for the names of places
 - b. Use the prefix un- to change the meaning of words: *eg. unhappy, unkind, uninvited, unbelievable*
 - c. Use the suffix -ed where no change is needed in the spelling of the root word: *eg boiled, walked, huffed, puffed, climbed, whispered*
 - d. Use the suffix -es to create plural nouns: *eg houses, boxes, sticks, journeys,*
-
- e. Consider the audience and purpose of the writing: *Listen to the story – Three Little Pigs*
 - f. Understand the story structure:
 - o use **talk tokens** to sequence the story
 - o Role-play the story, including common phrases; explore different materials for each house / names of places
 - g. Use ! at the end of some sentences: **Notice ! in reading and discuss the impact**
 - h. Join words and clauses using **and**: *eg the FIRE snarled **and** crackled... the little pig danced **and** the FIRE howled...*
 - i. Sequence sentences to write short narratives: Write *The Three Little Pigs*. Adhere to story structure but give options to change setting, materials used for each house, animals/characters...
 - o Use precise adjectives: *describe old/new features of each home*
 - o Compose a sentence orally before writing it
 - o Use uniformity in spacing of letters and words
 - o Use capital letters for names of people, places and I
 - o Punctuate sentences with capital letter, full stop, ? and ! (where appropriate)
 - o Use the prefix un- and the suffix -ed
 - o Proofread each sentence before writing the next
 - j. Read your writing to a small group, speaking clearly and confidently

Y1 Overview: Writing to Inform – Letter to my new teacher

1. Transcription

via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons and Rocket Words to

- Spell words containing each of the phonemes already taught
- Spell some common exception words correctly
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Write, from memory, simple sentences dictated by the teacher

2. Handwriting

via daily, discrete teaching

- Write upper and lower-case letters that are appropriate in size relative to each other (follow schedule dictated by phonics learning)
- Use capital letters for days of the week
- Use the suffixes -s and -es to create plural nouns
- Use the suffixes -ed and -ing

3. Composition + Vocab & Grammar & Punctuation

12 lessons

We will write a letter to give to our new teacher on Transition Day.

Key Learning: cohesion, accurate sentence demarcation, s & -es plurals, suffix -ed and prefix un-

- Evaluate my learning: *use talk tokens in group discussion: what did you enjoy learning this year? What do you enjoy doing outside of school? Tell me about three friends (use CL for their names!). How do you know that you have made progress in Y1?*
 - Review my learning: *use this opportunity to review accurate sentence demarcation (including ?), and to join words and clauses, CL for names and personal pronoun I, adjectives. Present sentences in the context of first person.*
-
- Consider the audience and purpose of the writing: *We are writing a letter to our Y2 teacher to introduce ourselves. What will we need to tell them? What vocabulary can we use? Explore a WAGOLL; [have the new teacher write a letter to introduce him/herself and to ask questions of the class.]*
 - Sequence sentences to write short narratives: *Write a letter to your new teacher, answering his/her questions and writing some questions of your own.*
 - Compose a sentence orally before writing it
 - Use uniformity in spacing of letters and words
 - Punctuate sentences accurately
 - Use capital letters accurately
 - Use **and** to join words and clauses
 - Use taught affixes appropriately
 - Proofread each sentence before writing the next
 - Assess the writing of others: *teach peer-assessment; focus upon accurate punctuation.*
 - Publish your work: *neatest handwriting*

Y1 Overview: Writing to Inform – When I Grow Up

1. Transcription

via daily phonics + weekly Rocket Words (read & spell)

Use phonics lessons and Rocket Words to

- a. Spell words containing each of the phonemes already taught
- b. Spell some common exception words correctly
- c. Use letter names to distinguish between alternative spellings of the same sound
- d. Write, from memory, simple sentences dictated by the teacher
- e. Use the suffix -ing

2. Handwriting

via daily, discrete teaching

- a. Use upper and lower-case letters which are appropriate in size relative to each other – in alphabetical order
- b. Use the suffixes -s and -es to create plural nouns (*dozens, lives, workers, houses, pitches*)
- c. Use the suffix -ed (*located, trembled, vanished*)
- d. Use the prefix un- (*unkind, unhappy, unable*)
- e. Use the suffix -ing (*working, trying, learning*)

3. Composition + Vocab & Grammar & Punctuation

12 lessons

TEXT: *When I Grow Up* – Tim Minchin

TEXT: *George Cadbury*

What do you want to be when you grow up?

Key Learning: cohesion, accurate sentence demarcation, capital letters for names and I, and to join words and clauses, s & -es plurals, suffix -ed & -ing and prefix un-

- a. Use the suffix -ing where no change is needed in the spelling of the root word: *eg working, trying, learning*
 - b. Review my learning: *use this opportunity to review accurate sentence demarcation (including ?), and to join words and clauses, CL for names and personal pronoun I, adjectives, spelling of taught suffixes, prefixes & plurals. Present these in the context of George Cadbury's work and influence.*
-
- c. Consider the audience and purpose of the writing: *George Cadbury wanted to improve the lives of his workers. We are going to think about what we would like to do when we grow up – and tell our parents about that!*
 - d. Introduce vocabulary to describe characteristics: *eg hard-working / organised / reliable / strong; use 'and' to link ideas (no expectation to teach 'because' but if children choose to use it, ensure it is used accurately)*
 - e. To disagree politely: *use talk tokens to discuss qualities needed for a selection of jobs (provide images and word bank – link to Wellcomm). Use talk tokens to suggest why you would be good for a particular occupation.*
 - f. Sequence sentences to write short narratives: *When I grow up, I want to... (give choice from limited selection)*
 - Compose a sentence orally before writing it
 - Use uniformity in spacing of letters and words
 - Punctuate sentences accurately
 - Use capital letters accurately
 - Use **and** to join words and clauses
 - Use suffix -ing
 - Proofread each sentence before writing the next
 - g. Assess the writing of others: *teach peer-assessment*
 - Check for accurate sentence demarcations
 - Check for accurate use of Capital Letters