



Year 1 Writing Curriculum

Attainment Targets

Spoken language

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.

Spelling

Words containing each of the 40+ phonemes already taught

Common exception words

The days of the week

Name the letters of the alphabet in order

Use 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
- 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]

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



Genres for writing	Grammar	Grammatical Terminology
Narrative Recount Non-chronological report Instructions Letter Lists	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'	Letter Capital Letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation Mark
Composition: Crafting	Composition: Editing and remodeling	Composition: Performing
Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives	Re-read 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
Handwriting	Working at a Greater Depth	
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.	Apply learning independently in different contexts Writing follows a logical order, linking events and ideas Open a narrative by describing a character rather than writing about an event Most sentences are demarcated using full stops, capital letters and the correct punctuation to indicate statements, questions or exclamations. Vary use of sentences starters e.g. pronouns/adverbs Write more extended sentences, experimenting with conjunctions Precisely chosen nouns and adjectives and technical words as appropriate Spell common exception words from year one and beyond accurately Letters are always correctly formed and orientated Can edit/proof read with guidance	



<p>Genre: Narrative: Traditional Tales, Fairy Stories, Traditional stories Audience: <i>Varies</i> Purpose: <i>Varies</i></p>	<p>Genre: Recount Audience: <i>Varies</i> Purpose: To re-tell events</p>
<p>Traditional opening Adjectives to describe characters Time adverbs to move the story on Traditional ending</p>	<p>Who? What? When? Sentences in the right order Past tense Time adverbs Used names of people, places and objects</p>
<p>Genre: Non-chronological report Audience: <i>Varies</i> Purpose: To inform</p>	<p>Genre: Instructions Audience: <i>Varies</i> Purpose: To describe or instruct how something is done through a series of sequential steps.</p>
<p>Present tense Third Person Organised thematically rather than chronologically Optional diagram or illustration Technical vocabulary Factual</p>	<p>Present tense Title shows what the instructions are for 'What you need' list Instructions in correct order Imperative verbs Can be followed by someone else</p>
<p>Genre: Letter Audience: <i>Varies</i> Purpose: To inform/explain/persuade</p>	<p>Genre: Lists Audience: <i>Varies</i> Purpose: To inform</p>
<p>Dear From Explains why writing</p>	<p>Each item on a new line No punctuation No joining words Gives information Numbered where necessary</p>



Ashdene Primary School

passionate about learning