



# YEAR 1

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## Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

## Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- Sometimes uses capital letters and full stops (*demarcate sentences*).
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*)
- Sequence sentences to form short narratives, including words using the GPCs and common exception words taught so far.
- To begin to apply taught spelling rules (*appendix 1, page 40 – 41.*)
- To begin to spell the taught common exception words aligned to your phonics/reading progression document.
- To know and use letter names to distinguish between alternative spellings of the same sound.
- Sits correctly at a table and holds the pencil appropriately.
- To begin to form capital letters correctly (*but size may vary.*)
- Leave spaces between words.
- Talks about/discusses what they are going to write and can compose a sentence orally before writing it.
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*)
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end.

## Spring Writing Assessment Indicators for the Expected Standard (EXS)

- Mostly uses capital letters and full stops (*demarcate sentences*).
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*)
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far.
- To apply some taught spelling rules (*appendix 1, page 40 – 41.*)
- To spell the taught common exception words aligned to your phonics/reading progression document.
- Spell the days of the week correctly.
- To sometimes form capital letters correctly (but size may vary.)
- Joins words and clauses using 'and' (*'then', 'because' for greater depth*) to create compound sentences within independent writing.
- Use exclamation marks for exclamation sentences (*What a day! How rude!*)
- Use some question marks to demarcate question sentences.
- Uses capital letters for names of people, places and personal pronoun I.
- To use the simple past tense correctly.
- To use the simple present tense correctly.
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*)
- Begins to re-read writing to check it makes sense and makes some corrections to it.
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end.
- To begin to write a simple narrative with relevant characters.
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*)

## Summer Writing Assessment Indicators for the Expected Standard (EXS)

- Uses capital letters and full stops (*demarcate sentences*).
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC (*secure at Phase 5 or equivalent.*)
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*)
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far.
- To apply taught spelling rules (*appendix 1, page 40 – 41.*)
- To spell the taught common exception words aligned to your phonics/reading progression document.
- Pupils can use root words and endings (*prefixes and suffixes: -s, -es, un, -ing, -ed, -er, -est Appendix 1.*) Know the vocabulary singular and plural.
- Forms capital letters correctly (but size may vary.)
- Joins words and clauses using 'and' (*'then', 'because' for greater depth*) to create compound sentences within independent writing.
- Use exclamation marks for exclamation sentences (*What a day! How rude!*)
- Use question marks to demarcate question sentences.
- To use the simple past tense correctly.
- To use the simple present tense correctly.
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*)
- Re-reads writing to check it makes sense and makes some corrections to it.
- Construct a simple piece of writing with a linear structure: beginning, middle and end.
- Write a simple narrative with relevant characters.
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*)

## Greater Depth (GDS) Statement

- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.
- Can sustain the writing of longer texts, which hold the interests of the reader.
- Actively seek and use new words in their writing, including precisely chosen vocabulary.

***\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

# Narrative Text Types

<p>Re-tell a narrative using predictable patterns from listening and reading, e.g. repetition of key phrases. Focus on the creation of a sentence.</p> <p>Challenge: Add additional detail joining sentences using 'and'.</p>	<p>Tell a basic 3-part story about a central character. Continue to focus on sentence structure.</p> <p>Challenge: Add additional character description.</p>	<p>Plan and tell a 3-part traditional tale with basic ideas sequenced and traditional story language adapted.</p> <p>Challenge: Focus on a descriptive setting.</p>	<p>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p>Challenge: Write own version of the story, recounting the information in sequence – then, next, after etc.</p>	<p>Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p>Challenge: Include some of the patterns and language of familiar stories e.g. repeating the same words and phrases three times.</p>	<p>Write a complete story which includes characterisation i.e. a good and a bad character. Include accurate sentence punctuation.</p> <p>Challenge: Change the character to have the opposite traits to the class version with a focus on comparative and superlative adjectives.</p>
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# Other Text Types

<p><b>Recount (1)</b> Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Challenge: Structure writing by ordering a sequence of events with use of words like first, next, after, then. Join clauses by using the conjunction and.</p>	<p><b>Instructions (1)</b> Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Challenge: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p>	<p><b>Recount (2)</b> Write a simple first person recount links to a topic or personal experience, incorporating at least three chronological events in order, whilst maintaining the past tense.</p> <p>Challenge: Expand by using simple descriptive language to add detail.</p>	<p><b>Report (1)</b> Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Challenge: Expand sentences with conjunction and, using capital letters for proper nouns. Include new vocabulary from reading and research Include an opening statement.</p>	<p><b>Instructions (2)</b> Write instructions with some expansion about something they know well, including imperative verbs. Include accurate sentence punctuation.</p> <p>Challenge: Expand by including more instructional features e.g. a list of equipment, numbered lists. Sentence structure to include commas in a list.</p>	<p><b>Report (2)</b> Assemble information about a topic writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Challenge: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>
<p><b>Poetry</b> Write an acrostic poem that links to a given theme, e.g. winter. Ensure that the first letter in each line spells out a word. Make sure that lines end with commas with exception to the last.</p> <p>Challenge: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>	<p><b>Persuasion</b> Write simple examples of persuasion e.g. in the form of a letter to a character in a book.</p>	<p><b>Poetry</b> Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Challenge: With guidance, include consistent number of syllables in each line. Begin to include language devices, such as similes or alliteration. Have greater awareness of the reader and audience.</p>	<p><b>Discussion</b> Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another</p>	<p><b>Poetry</b> Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>Challenge: Write a riddle in either first or third person (depending on which already used). Begin to use rhyming couplets</p>	<p><b>Explanation</b> Write a series of sentences to explain a simple process based on first-hand experience.</p>