



Year 1
Writing
Curriculum

1 YEAR 1 ENGLISH TEACHING

- Daily phonics
- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily shared reading of quality texts
- Daily opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics



A PATHWAY TO INDEPENDENCE

Our pathway to independence is used to support all of our Year 1 writers to develop their skills and scaffold them to become less dependent on adult support.



Emerging Year 1 Writers

- Focus on letter formation
- Word build within the taught phonics code
- Write simple dictated captions within the taught phonics code
- Re-read their work for sense and accuracy
- Orally compose their own sentences for an adult to scribe



Developing Year 1 Writers

- Focus on letter formation
- Word build within the taught phonics code
- Write simple dictated sentences within the taught phonics code
- Use basic punctuation
- Re-read their work for sense and accuracy
- Orally compose their own sentences with adult support before writing



Secure Year 1 Writers

- Focus on letter formation
- Orally compose their own sentences before writing independently
- Write simple sentences using the taught phonics code independently
- Use basic punctuation more accurately
- Re-read their work for sense and accuracy
- Write series of sentences to create independent pieces



THE WRITING SEQUENCE

At the beginning of autumn and in spring 1, the Year 1 writing process will generally follow the weekly sequence below to allow children to develop their transcription and composition skills in tandem. Children will learn to re-read and check their work through adult modelling and prompting. When composing, this is always orally and moves to written composition.



Immerse



**Practice:
Spelling**



**Practice:
Grammar**



Dictate



Compose

When moving into spring 2, the Year 1 writing process becomes slightly longer, encouraging children to develop their own ideas and vocabulary for composition more whilst still providing them with plenty of opportunities to practise their transcription. They will begin to plan for writing before writing their own compositions. Children will begin to gain more independence when re-reading and checking their work.



Immerse



**Practice:
Spelling**



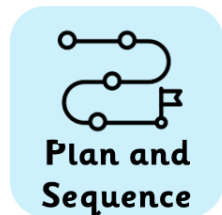
**Practice:
Language**



**Practice:
Grammar**



Dictate



**Plan and
Sequence**



Compose

GRAMMAR KNOWLEDGE

Spelling	
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the start of words to create a new word with a different meaning.
suffix	A group of letters added to the end of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.
compound	Two words joined together to make a new word.

Punctuation	
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

New Learning

Sentence Structure	
subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
sentence	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

Irregular Verbs
come, sing, meet, sit, speak, draw, swim, cut, dig, put
say, make, go, see, get, drink, run, build, eat, do

Prior Learning

Word Class	
noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

Tense	
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

GPCs – learn to read and write words containing:

Review Phase 3 Au1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words, words with s /z/ in the middle, words with -s /s/ /z/ at the end, words with -es /z/ at the end
Review Phase 4 Au1	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suffixes: -ing, -ed, /t/, -ed, /id/, /ed/, -est Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC, words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est and longer words
Teach Phase 5 Au1	ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
Teach Phase 5 Au2	/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/e he /ai/ a-e shake /igh/ i-e time /oa/ o_e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw
Teach Phase 5 Sp1	/eely funny /e/ea head /w/wh wheel /oa/oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey /oo/ui ou fruit soup
Teach Phase 5 Sp2	/ur/or word /oo/ u owl awful could /air/ are share /or/au aur oor al author dinosaur floor walk /ch/tch/ture match adventure /ar/al a half father /or/ a water schwa in longer words: different /o/a want /air/ ear ere bear there /ur/ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor
Teach Phase 5 Su2	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

Tricky Words – learn to read and begin to write

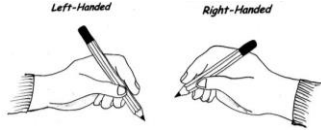
Review Phase 2 Au1	is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Review Phase 3 Au1	was, you, they, my, by, all, are, sure, pure
Review Phase 4 Au1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 5 Au2	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
Teach Phase 5 Sp1	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
Teach Phase 5 Sp2	once, laugh, because, eye
Teach Phase 5 Su2	busy, beautiful, pretty, hour, move, improve, parents, shoe

SPELLING KNOWLEDGE






Children are taught to spell following the LET Spelling Curriculum. This is in addition to their phonics lessons in order to secure their understanding of spelling patterns and placement of GPCs within words. Spelling sessions consolidate previously taught GPCs from phonics lessons.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> Tricky words: <i>is, his, as, has, I, the, and, so, go, no</i> The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz The sound /ck/ spelt as k and ck The /ŋ/ sound spelt ng and nk Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) The stressed and unstressed sound /er/ (Y1 word: <i>her</i>) The sound /ar/ spelt as the digraph ar Tricky words: <i>her, to, into, do, of, she, he, we, me, be</i> 	<ol style="list-style-type: none"> The sound /ai/ spelt as the digraphs ai and ay The sound /oi/ spelt as the digraphs oi and oy The sound /ee/ spelt as the digraphs ee and ea The sound /ur/ spelt as the digraphs ur and ir Adding the suffix -ing where no change to the root word is needed Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed Tricky words: <i>was, you, they, my, by, all, are, sure, pure, said</i> 	<ol style="list-style-type: none"> Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed The sound /igh/ spelt as the trigraph igh and the digraph ie The sound /ow/ spelt as the digraph ou and ow (Y1 word: <i>out</i>) The sound /oa/ spelt as the digraphs ow, oa and oe Tricky words: <i>have, like, were, here, says, there, today, your, our, out</i>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> The sound /e/ spelt as the digraph ea The sound /or/ spelt as the digraph or and the trigraph oor The sound /or/ spelt as the digraphs aw and au The sounds /oo/ and /yoo/ spelt as ue and ew The sounds /oo/ and /u/ spelt as the digraph oo Tricky Words: <i>when, what, where, one, some, come, love, little, house, mouse</i> 	<ol style="list-style-type: none"> The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e The sounds /oo/ and /yoo/ spelt as the split digraph u-e The sounds /igh/ and /ee/ spelt as y at the end of a word Words with unstressed vowels Tricky words: <i>once, want, their, any, many, again, who, whole, school, friend</i> 	<ol style="list-style-type: none"> The sound /ch/ spelt as tch The /v/ sound at the end of words The trigraphs ear and air The sound /air/ spelt as the trigraphs ear and are Adding the suffix -er to make a noun where no change to the root word is needed Adding the suffixes -er and -est where no change to the root word is needed The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: <i>when, where</i>)

HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

Grammar	Punctuation	Handwriting			
<p>Children are taught to construct sentences through:</p> <ul style="list-style-type: none"> Understanding that sentences express a complete thought or idea and that they contain clauses and phrases. Understanding that a clause is a group of words that includes a subject and a verb, and independent clauses make sense on their own. Combining words to make single-clause sentences including a subject and a verb. Adding adjectives to describe nouns within a sentence. Joining words and clauses using and. 	<p>Children are taught to construct sentences through:</p> <ul style="list-style-type: none"> Leaving spaces between words. Using capital letters to start sentences. Using capital letters for proper nouns and the personal pronoun I. Using full stops to mark the end of a sentence. Using exclamation marks and question marks. 	<p>Children are taught to:</p> <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 family and practise these. <p>Developing a Good Pencil Grip</p> <p>We teach children to use a tripod grip. They should be taught to hold the pencil or pen at an angle of 60° with the fingers 2-3cm from the tip. The thumb and index finger should form a circle to control the pencil. The pencil should rest on the middle finger. The ring finger and little fingers should be tucked into the palm of the hand.</p> <div style="text-align: center;">  </div>			
<p>In Year 1, children are taught letter formation in the following sequence:</p>					
<p>anti-clockwise movements (developed from c)</p> <p>Cc Aa Oo Qq Gg Dd Ee Ss Ff</p>		<p>down and round movements (developed from i)</p> <p>Ll li Jj Tt Uu Yy</p>	<p>down and up movements (developed from h)</p> <p>Rr Mm Nn Hh Bb Kk Pp</p>	<p>diagonal movements (developed from v)</p> <p>Vv Ww Xx Zz</p>	

Children in Year 1 learn to write for different purposes from the outset. However, they do this at sentence level until they are secure in their transcription skills. Once children are ready, they begin to write short series of sentences for narrative and non-narrative purposes.

 Descriptive Writing 	 Recounts of Events 	 Retell of a Story (Section)
<p>Children learn to describe objects, characters and settings linked to books or topics.</p>	<p>Children learn to recount real and imagined events, linked to experiences or books they have read.</p>	<p>Children learn to retell stories orally and practise writing sections of these, following lots of exposure to the story.</p>
<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Use adjectives after the noun to describe what can be seen • Use other sensory descriptions • Use subject-specific language as appropriate • Use the conjunction 'and' to link words and clauses 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • State how an event has made them feel • Sequence events in chronological order • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use exclamatory sentences (e.g. to sum up the day) • Use the past tense 	<p>Through modelling, the children are encouraged to:</p> <ul style="list-style-type: none"> • Sequence events within their retell. • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use the present or past tense appropriately • Use patterned language from the text or known story language

TEXT TYPES

New Learning

Prior Learning



Riddle Poetry



Information



Simple Instructions



Children explore riddle poetry linked to books, topics or objects.

Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.

Children learn to write instructional sentences through practical experiences and imagined opportunities.

Through modelling, the children are encouraged to:

- Addressing the reader directly using a question e.g. What is it? Can you guess what I could be? What am I?
- Include clues which will incorporate adjectives to describe
- Use sensory description

Through modelling, the children are encouraged to:

- Use the present tense
- Use subject-specific vocabulary
- Use capital letters for proper nouns
- Use adjectives to provide more factual detail
- Use the conjunction 'and' to link words and clauses

Through modelling, the children are encouraged to:

- Write in sequential order
- Use numbered steps
- Use imperative verbs
- Use subject-specific vocabulary
- Use the conjunction 'and' to link words and clauses

ENDPOINTS

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 1 should enable children to:

Autumn		Spring		Summer	
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.		Spell many Year 1 common exception words correctly.		Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)		Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)		Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est).
	Form most lower case letters with correct starting point, sequence of movement and orientation.		Form many lower case letters with correct starting point, sequence of movement and orientation.		Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.		Form many capital letters with correct starting point, sequence of movement and orientation.		Form most capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.		Group letters into words without spaces between graphemes.		Group letters into words without spaces between graphemes.
	Leave spaces between most words in a caption or sentence.		Leave spaces between most words when writing more than one sentence.		Leave spaces between words within writing.
	Position some letters on the line correctly with some descenders going underneath.		Position many letters on the line correctly with many descenders going underneath.		Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.		Re-read words to check that they contain all the sounds.
Sentence Structure	Begin to use a capital letter for the pronoun 'I'.	Sentence Structure	Use a capital letter for the pronoun 'I' with only occasional error.	Sentence Structure	Use a capital letter for the pronoun 'I'.
	Punctuate some sentences with a capital letter.		Use a capital letter for some proper nouns.		Use a capital letter for many proper nouns.
	Punctuate some sentences with a full stop.		Punctuate many sentences with a capital letter.		Punctuate most sentences with a capital letter within a short series of sentences.
	Begin to use the simple present tense.		Punctuate many sentences with a full stop.		Punctuate most sentences with a full stop within a short series of sentences.
	Begin to use the simple past tense.		Use the co-ordinating conjunction 'and' to join words.		Use the co-ordinating conjunction 'and' to join words.
	Re-read sentences to check that they include all the words needed for them to make sense.		Use the co-ordinating conjunction 'and' to join clauses.		Use the co-ordinating conjunction 'and' to join clauses.
			Use the simple present tense with increasing accuracy.		Use the simple present tense mostly correctly.
	Use the simple past tense with increasing accuracy.	Use the simple past tense mostly correctly.			
	Use some adjectives after the noun.	Use adjectives after the noun.			
	Re-read sentences to check that they include all the words needed for them to make sense.	Re-read sentences to check that they include all the words needed for them to make sense.			
Composition	Compose, rehearse and write one or more single-clause sentences following teacher modelling.	Composition	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.	Composition	Compose, rehearse and write a series of meaningful sentences.
	Write one or more sentences for different purposes.		Write a short series of sentences for different purposes.		Write a series of sentences for different purposes.

SUPPORT FOR CHILDREN NOT WORKING AT ARE

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

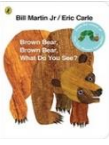




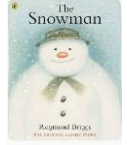

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

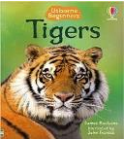

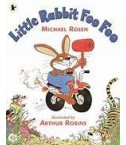





We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code
	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	

These can be tracked back further to meet the needs of the individual child.



LONG TERM PLAN

Autumn									
	Transcription and Sentence Work			Sentence (s) to describe (character)	Sentence (s) to retell	Sentence (s) to retell	Sentence (s) to inform	Sentence (s) to describe	Sentence (s) to recount



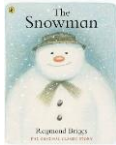

Spring											
	Informative sentences	Sentences to retell	Sentences to describe (character)	Sentences to describe (setting)	Sentences to instruct	Sentences to recount (experience)	Sentences to describe (object)	Sentences to retell	Sentences to describe (character)	Sentences to instruct (directions)	Sentences to describe (setting)

Summer						
	Series of sentences to describe (object)	Series of sentences to recount (experience)	A riddle poem	Series of sentences to inform	Series of sentences to retell	Whole School Write

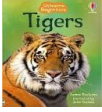

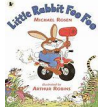


AUTUMN 1

Stimulus				
CAP	<p>Context: Statement sentences about an animal Audience: Year 1 friends Purpose: To state what I can see</p>	<p>Context: Informative sentences about an animal Audience: Year 1 friends Purpose: To give information about an animal</p>	<p>Context: Descriptive sentences about an animal Audience: Year 1 friends Purpose: To describe my own animal</p>	<p>Basic sentence writing skills and practice through the PVPG scheme of work.</p>
Main Focus	<ul style="list-style-type: none"> Applying phonics to write a sentence. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. 	<ul style="list-style-type: none"> Applying phonics to write a sentence. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. 	<ul style="list-style-type: none"> Applying phonics to write a sentence. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. 	<ul style="list-style-type: none"> Nouns (common and proper) Verbs (being and action) Adding the suffixes -s, -es, -ing, -ed Subject Building single-clause sentences using subject/verb
Additional Teaching Points	<ul style="list-style-type: none"> Positioning letters on the line. Re-reading words to check they contain all sounds. Using the simple present tense. Starting sentences with a capital letter. Punctuating with a full stop. Re-reading sentences to check they make sense. 	<ul style="list-style-type: none"> Positioning letters on the line. Re-reading words to check they contain all sounds. Using the simple present tense. Starting sentences with a capital letter. Punctuating with a full stop. Re-reading sentences to check they make sense. 	<ul style="list-style-type: none"> Positioning letters on the line. Re-reading words to check they contain all sounds. Using the simple present tense. Starting sentences with a capital letter. Punctuating with a full stop. Re-reading sentences to check they make sense. 	




AUTUMN 2

Stimulus							
CAP	<p>Context: Descriptive sentence (s) about a character Audience: Year 1 friends Purpose: To describe Toy Man</p>	<p>Context: Sentence(s) to retell what a character has done Audience: Year 1 friends Purpose: To retell something Toy Man did</p>	<p>Context: Sentence(s) to retell what a character has done Audience: Year 1 friends Purpose: To retell something the penguin did</p>	<p>Context: Informative sentence(s) about an animal Audience: Reception friends Purpose: To give information about an animal</p>	<p>Context: Descriptive sentence (s) about a character Audience: Year 1 friends Purpose: To describe the snowman</p>	<p>Context: Sentence(s) to recount Audience: Self Purpose: To recount a part of the story as the boy</p>	<p>Context: Instruction sentence(s) Audience: Year 1 friends Purpose: To tell someone how to make a snowman</p>
Main Focus	<ul style="list-style-type: none"> • Applying phonics to write a sentence. • Forming lower case and capital letters. • Grouping letters to form words. • Leaving spaces between words. • Positioning letters on the line. • Starting sentences with a capital letter. • Punctuating with a full stop. 						
Additional Teaching Points	<ul style="list-style-type: none"> • Using the correct spelling of taught suffixes (-s, -es). • Spelling some Year 1 common exception words correctly. • Re-reading words to check they contain all sounds. • Using a capital letter for the pronoun 'I'. • Using a capital letter for some proper nouns. • Using the simple present tense. • Re-reading sentences to check they make sense. 						


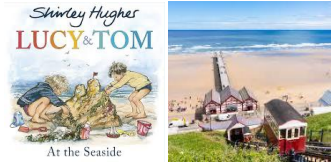
SPRING 1

Stimulus						
CAP	<p>Context: Informative sentences about an animal Audience: Reception Purpose: To give information about an animal</p>	<p>Context: Sentences to match an illustration Audience: Year 1 friends Purpose: To retell a section of a story</p>	<p>Context: Descriptive sentences about Little Rabbit Foo Foo Audience: Mrs Maddison Purpose: To describe a character</p>	<p>Context: Descriptive sentences about a forest setting Audience: Mrs Maddison Purpose: To describe a place</p>	<p>Context: Instructional sentences about making a paper plane Audience: Parents Purpose: To show how to make something</p>	<p>Context: Sentences to recount a trip to the museum Audience: Parents Purpose: To recall past events from a trip or visit</p>
Main Focus	<ul style="list-style-type: none"> Using the conjunction 'and' to link words. Using the simple present tense. 	<ul style="list-style-type: none"> Using the suffix -ed. Using the simple past tense. 	<ul style="list-style-type: none"> Using an adjective after the noun. Using a capital letter for proper nouns. 	<ul style="list-style-type: none"> Using an adjective after the noun. Using the suffix -ing. 	<ul style="list-style-type: none"> Using present tense imperative verbs. Using the conjunction 'and' to link words. 	<ul style="list-style-type: none"> Using the simple past tense. Using a capital letter for the pronoun 'I'.
Additional Teaching Points	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using subject-specific vocabulary and factual adjectives. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using sensory descriptions (sight, sound). 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Writing in sequential order to match pictures. Using subject-specific vocabulary. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Using the suffix -ed. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using subject-specific vocabulary.

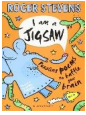
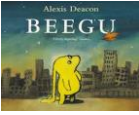

SPRING 2

Stimulus						
CAP	<p>Context: Descriptive sentences about the Beast's soup Audience: Reception Purpose: To give information about an animal</p>	<p>Context: Sentences to match illustrations Audience: Year 1 friends Purpose: To retell a section of a story</p>	<p>Context: Descriptive sentences about Little Red Riding Hood and the wolf Audience: Miss Newton Purpose: To describe a character</p>	<p>Context: Instructional sentences to direct Little Red Riding Hood through the woods Audience: Little Red Riding Hood Purpose: To tell someone where to go</p>	<p>Context: Descriptive sentences about the beanstalk Audience: Parents Purpose: To describe a setting</p>	<p>Context: Sentences to recount going up the beanstalk Audience: Jack's mum Purpose: To recount events in role as a character</p>
Main Focus	<ul style="list-style-type: none"> Using the suffixes –s and –es. Using an adjective after the noun. 	<ul style="list-style-type: none"> Using the suffix –ed. Using the conjunction 'and' to link words. 	<ul style="list-style-type: none"> Using a capital letter for proper nouns. Using an adjective after the noun. 	<ul style="list-style-type: none"> Using present tense imperative verbs. Using numbered steps to sequence. 	<ul style="list-style-type: none"> Using the conjunction 'and' to link words. Using an adjective after the noun. 	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using a capital letter for the pronoun 'I'.
Additional Teaching Points	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the simple present tense. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using sensory descriptions (sight, sound, smell, touch). 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Using the prefix un-. Using the suffixes –s, –es and –ing. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the simple past tense. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Sequencing events in chronological order. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Using the prefix un-. Using the suffixes –s, –es and –ing. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the simple present tense. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using sensory descriptions (sight, sound, smell). 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using subject-specific vocabulary. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Using the suffixes –s and –es. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the simple present tense. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Writing in sequential order to match pictures. Using sensory descriptions (sight, sound, smell, touch). 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling many Year 1 common exception words correctly. Using the prefix un-. Using the suffixes –s, –es, –ing and –ed. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the simple past tense. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Stating how the event made them feel. Sequencing events in chronological order.

SUMMER 1

Stimulus		
CAP	<p>Context: A series of descriptive sentences about a hat Audience: The bear Purpose: To describe an object</p>	<p>Context: A series of sentences to recount a visit to the beach (real or imagined) Audience: Year 3 Purpose: To recall past events from a trip or visit</p>
Main Focus	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using an adjective after the noun. Using the suffixes <i>-er</i> and <i>-est</i>. Using the simple present tense. 	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using the simple past tense. Using a capital letter for the pronoun 'I'. Using an exclamatory sentence to sum up the day.
Additional Teaching Points	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling most Year 1 common exception words correctly. Using the suffixes <i>-s</i>, <i>-es</i> and <i>-ing</i>. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using sensory descriptions (sight, touch). 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling most Year 1 common exception words correctly. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Using a capital letter for proper nouns. Using an adjective after the noun. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Stating how the event made them feel. Sequencing events in chronological order. Using subject-specific vocabulary.

SUMMER 2

Stimulus				
CAP	<p>Context: A riddle poem to describe something that Beegu hasn't seen before Audience: Beegu Purpose: To describe so the reader can guess an object</p>	<p>Context: A series of sentences to inform about an alien Audience: Year 4 Purpose: To give information about an unknown creature</p>	<p>Context: A series of sentences to retell (using pictures) Audience: Parents Purpose: To retell the key parts of a story</p>	<p>Whole School Write</p> <p>To link to whole school context</p>
Main Focus	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using an adjective after the noun. Using the suffixes -er and -est. Using a question mark. 	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using the simple present tense. Using a capital letter for proper nouns. Using an adjective after the noun. 	<ul style="list-style-type: none"> Using the conjunction 'and' to link clauses. Using the simple past tense. Using an adjective after the noun. Using a capital letter for proper nouns. 	
Additional Teaching Points	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling most Year 1 common exception words correctly. Using the prefix un- Using the suffixes -s, -es and -ing. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Addressing the reader directly using a question e.g. What is it? Can you guess what I could be? What am I? Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Including clues incorporating description. Using sensory description (sight, touch, smell, sound). Performing poetry to an audience. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling most Year 1 common exception words correctly. Using the prefix un- Using the suffixes -s, -es, -ing, -er and -est. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using the conjunction 'and' to link words. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Using subject-specific vocabulary and factual adjectives. 	<ul style="list-style-type: none"> Applying phonics to write sentences Spelling most Year 1 common exception words correctly. Using the prefix un- Using the suffixes -s, -es, -ed and -ing. Forming lower case and capital letters. Grouping letters to form words. Leaving spaces between words. Positioning letters on the line with descenders going underneath. Starting sentences with a capital letter. Punctuating with a full stop. Using an exclamation mark. Using the conjunction 'and' to link words. Using an adjective after the noun. Re-reading words to check they contain all sounds. Re-reading sentences to check they make sense. Sequencing events in chronological order. Use patterned language from the text or known story language.. 	