

# Year 1 Writing Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

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.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding.

## YEAR 1 WRITING

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### VOCABULARY GRAMMAR AND PUNCTUATION

*Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed for the terminology when their writing is discussed.*

*Pupils should begin to use some of the distinctive features of Standard English (as defined in the National Curriculum glossary pp.84-85) in their writing.*

#### Skill and Knowledge Content Development How they will show and apply their new knowledge and skills

***I will know how to write with accurate punctuation using XXXX***

- recognise sentence boundaries in spoken and written sentences
- punctuate sentences using a capital letter and a full stop
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use a question mark at the end of a question
- use an exclamation mark to show an exclamation

***I will know how to write in accurate sentences***

- how words can combine to make sentences
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- join words and join clauses using 'and'

**Standard English:**

That Standard English can be different to spoken English and that we use Standard English when writing (*eg those books, I did it, I wasn't doing anything*)

**Vocabulary:**

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

#### End Point of Unit

##### Assessment of learning at end point

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- Separate words using spaces
- Capital letters for names and for the personal pronoun I
- Join words and clauses using and
- Some evidence of capital letters, full stops, question marks and exclamation marks to demarcate sentences

## WRITING COMPOSITION

At the beginning of year 1, not all pupils have the spelling and handwriting skills they need to write down everything 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.

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes

**Skill and Knowledge Content Development**  
How they will **show and apply** their new knowledge and skills

**End Point of Unit**  
Assessment of learning at end point

***I will know how to structure my writing to write cohesively:***

**Planning:**

- say what I am going to write about out loud
- say the sentence I am going to write out loud before writing it

**Writing:**

***I will know how to write in accurate sentences***

Sequence sentences to

- form short narratives: key stories, fairy stories and traditional tales
- writing about real events for different purposes (*eg letters, recounts, instructions, information texts*)

**Poetry:** (*range of forms eg calligram/shape poem, acrostics, rhyme, question and answer, repeated phrases/lines, jokes*)

- write poems using language collected together around a theme (*e.g. a poem about water or mud based on Sand by John Foster or based on a poem with a clear setting Down Behind the Dustbins by Michael Rosen*)

**Editing:**

***I will know how to edit and improve my writing:***

- check what I have written makes sense by re-reading it
- read aloud my writing clearly enough to be heard by my class
- discuss my writing with my friends and my teacher

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- write sentences by saying out loud what I am going to write about
- write sentences that are sequenced to form a short narrative (real or fictional)
- re-reading what I have written to check that it makes sense

## SPELLING

*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 words into individual phonemes and how to represent the phoneme with the appropriate grapheme(s). Phoneme-grapheme correspondences which underpin spelling are more variable than grapheme-phoneme correspondences which underpin reading so 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 can be used as an opportunity 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.*

Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><b><i>I will know how to spell accurately</i></b></p> <ul style="list-style-type: none"> <li>● A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>● Most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> <li>● Segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s)</li>   <li>● Name the letters of the alphabet - in order and isolated</li> <li>● Days of the week</li> <li>● Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>● Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) –ing, –ed, –er and –est</li> <li>● How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> <li>● Division of words into syllables</li>   <li>● Year 1 common exception words:</li> <li>● GPCs as listed in National Curriculum Appendix 1:             <ul style="list-style-type: none"> <li>○ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>○ The /ŋ/ sound spelt n before k</li> <li>○ -tch</li> <li>○ The /v/ sound at the end of words</li> <li>○ Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>○ Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</li> <li>○ Adding –er and –est to adjectives where no change is needed to the root word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Name the letters of the alphabet</li> <li>● Spell the days of the week</li> <li>● 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</li> <li>● Use 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]</li> <li>● Spell Year 1 common exception words</li> <li>● Make phonically plausible attempts to spell words I have not yet learnt.</li> <li>● spell words containing each of the 40+ phonemes already taught</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>

- ai, oi
- ay, oy
- a-e
- e-e
- -e
- o-e
- u-e
- ar
- ee
- ea (/i:/)
- ea (/ɛ/)
- er (/ɜ:/)
- er (/ə/)
- ir
- ur
- oo (/u:/)
- oo (/ʊ/)
- oa
- oe
- ou
- ow (/aʊ/) / ow (/əʊ/) / ue / ew
- ie (/aɪ/)
- ie (/i:/)
- igh
- or
- ore
- aw
- au
- air
- ear
- ear (/ɛə/)
- are (/ɛə/)
- Words ending -y (/i:/ or /ɪ/)
- New consonant spellings ph and wh
- Using k for the /k/ sound
- Adding the prefix -un
- Compound words
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## 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.

<b>Skill and Knowledge Content Development</b> How they will <b>show and apply</b> their new knowledge and skills	<b>End Point of Unit</b> Assessment of learning at end point
<p><b>I will know how to form my letters correctly</b></p> <ul style="list-style-type: none"><li>● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) to practise these.</li><li>● Formation of all 26 lower-case letters<ul style="list-style-type: none"><li>○ <b>e i l t f j u y</b></li><li>○ <b>c a d g q</b></li><li>○ <b>n m r h b k p</b></li><li>○ <b>o v w</b></li><li>○ <b>i z</b></li></ul></li><li>● Formation of all 26 capital letters</li><li>● Formation of digits 0-9</li><li>● Leave a space between words</li></ul>	<ul style="list-style-type: none"><li>● Sit correctly at a table</li><li>● Hold a pencil comfortably and correctly<ul style="list-style-type: none"><li>○ I keep my lower case letters at half the line space or smaller: <b>e i c a n m r u o v w s x z</b></li><li>○ I make my descenders the same height as my lower case letters: <b>j g q y p</b></li><li>○ I make my descenders sit on the line with neat tails and small loops: <b>j g q y f</b></li><li>○ I make sure my ascenders are tall and straight - but not touching the line above: <b>l d h b k</b></li><li>○ I make my <b>f</b> and <b>t</b> tall and straight, taller than my lower case letters but not as tall as my ascenders</li><li>○ I keep all my letters consistent in size, including at the beginnings of words: <b>c r w p s k</b></li></ul></li><li>● Form capital letters</li><li>● Form digits 0-9</li></ul>