



Year 1 Writing

Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, (vocabulary) grammar and punctuation	Spelling	Handwriting
<p><i>In self- initiated and teacher directed activities, children choose to write and use talk to rehearse, compose and reflect on their work and that of others. They develop the habit of reading their own writing to check for sense and meaning</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Discussing what they have written with the teacher or other pupils • Reading their writing aloud clearly enough to be heard by their peers and the teacher 	<p><i>Children begin to write for a range of purposes, knowing that their writing can be to entertain and/or inform others</i></p> <p>This could include:</p> <ul style="list-style-type: none"> - Explaining preference/ choice - Writing for their own purpose - Making some apt word choices to create interest - Suggesting viewpoint through brief comments/ questions about events or actions - Using some appropriate features of form 	<p><i>Children increasingly write in sentences and their writing becomes more cohesive as they develop the use of simple connectives.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Joining words and clauses using 'and' <p>This could include:</p> <ul style="list-style-type: none"> - Use of time related words/phrases - Use of headings and numbers - Signaling of openings and/or closings 	<p><i>Children begin to develop an understanding of different sentence forms and punctuation and apply this in their writing</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • Beginning to make appropriate, simple word choices (that link to purpose and audience) drawing on experiences from across their learning • Beginning to use basic sentence punctuation including: <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks • Using a capital letter to mark names of :people places, days of the week and the personal pronoun 'I' <p>See Appendix 2 for more details</p>	<p><i>Children know all the letters of the alphabet and the sounds they most commonly represent; consonant and vowel diagraphs they have been taught and words with adjacent consonants. In their writing, some spelling is phonically plausible.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • words containing the 40+ phonemes already taught • usually correct spelling of common exception words for Year 1 • the days of the week • 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– to change meaning of adjectives/adverbs • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • applying simple spelling rules and guidance from Appendix 1 • writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p><i>In their writing children begin to form letters correctly and confidently with a comfortable and efficient pencil grip and posture.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • Beginning to form lower case letters in the correct direction, starting and finishing in the right place • Beginning to form capital letters • Forming digits 0-9 • Leaving spaces between words

Statutory Terminology: Letter, capital letter, singular, plural, sentence punctuation, full stop, question mark, exclamation mark