



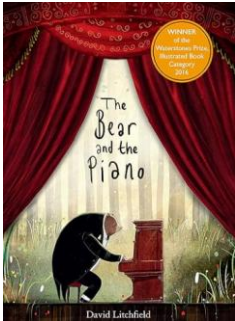


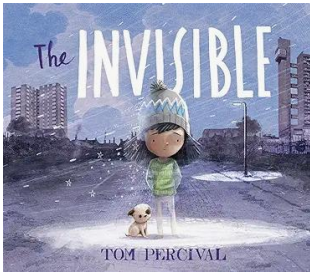

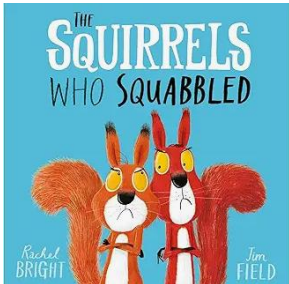
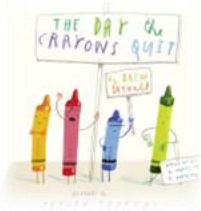



<p>Year 1 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p>	<p>Talk Through Stories Texts:</p>  	<p>Talk Through Stories Texts:</p>  	<p>Talk Through Stories Texts:</p>  	<p>Talk Through Stories Texts:</p>  	<p>Talk Through Stories Texts:</p>  	  <p>The day the crayons quit (including one lesson on unfair and unhappy). Use of question (S). Letter to reply to the crayons (I)</p> <p>Local visits Recount (S) Leaflet (S)</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught in Reception spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Revision of Reception key content. See RWinc Phonics Overview and Spelling overview</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (i.e. abnk, honk,, think, suck) Division of words into syllables (pock-et, rabb-it, carr-ot, thun-der, sun-set) -tch (catch, fetch, kitchen, notch, hutch) The /v/ sound at the end of words (live, give have) vowel digraphs and trigraphs (ai, oi, ay, oy, e_e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie. i.e. igh, or, ore, aw, au, air, ear, ear, are using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using –ing, –ed, –er and –est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest) words ending in y (very, happy, funny, party, family) consonant spellings ph and wh (dolphin, alphabet, phonics, elephant, when, were, which, wheel, while) using the prefix un– (unhappy, undo, unload unfair, unlock) Using the k to make a c sound before e, i, y instead of a c (kent, sketch, kit, skin, frisky) Compound words (football, playground, farmyard, bedroom, blackberry) apply simple spelling rules and guidance from Appendix 1 					

Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
Handwriting	• 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 • leaving spaces between words	• 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 • leaving spaces between words • form capital letters	• 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 • leaving spaces between words • form digits 0-9	• 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 • leaving spaces between words • form digits 0-9	• 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 • leaving spaces between words • form digits 0-9	• 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 • leaving spaces between words • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these
Contexts for Writing	• writing labels, lists and simple sentences. • sequence sentences to retell an event or narrative.	• writing labels, lists and simple sentences. • sequence sentences to retell an event or narrative.				
Planning Writing	• write sentences by saying out loud what they are going to write about • compose a sentence orally before writing it					
Drafting Writing	• sequence sentences to form short narratives • re-read what they have written to check that it makes sense					
Editing Writing	discuss what they have written with the teacher or other pupils					
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.					
Word			• uses regular plural noun suffixes (-s, -es) correctly understands how they change the meaning	• adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.	• adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.	• knows how the un- prefix changes meaning of adjectives/adverbs and uses these words correctly within writing.
Sentence	• combines words to make sentences, including using and to join words and clauses. • introduction to sentence demarcation using . !and ?	• combines words to make sentences, including using and to join words and clauses. • introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I')	• introduction to sentence demarcation using . ! and ? • introduced to capital letters for names of people (<i>including I</i>), places , the days of the week and the personal pronoun 'I')	• introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I')	• introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') • introduction to sentence demarcation using . ! and ?	• introduced to capital letters for names of people (<i>including I</i>), places, the days of the week and the personal pronoun 'I') • introduction to sentence demarcation using . ! and ?
Text	Sequencing sentences to form short narratives					
Punctuation	Separate words with spaces					

Terminology for pupils to use and understand	letter, capital letter , full stop, word, sentence, punctuation ,	letter, capital letter, full stop, word, sentence, punctuation,	singular, plural, exclamation mark , letter, capital letter, full stop, word, sentence, punctuation,	exclamation mark, letter, capital letter, full stop, word, sentence, punctuation,	question mark , exclamation mark, letter, capital letter, full stop, word, sentence, punctuation,	exclamation mark, letter, capital letter, full stop, word, sentence, punctuation,
Sentence types introduced				2A (for more able if and when ready).		
Statutory word lists to be covered.	the a one is	of are was I me his to come	you house your my once pull people push today	so put full go be do school said he	no says* some she has by have friend	what where we they our love were here there