



## Year 1 Writing Rationale

At Lostwithiel School, we prioritise the teaching of foundational skills in reading and writing. This has shaped the way that we deliver our writing curriculum in year 1. Our writing lesson structure is broken down into the teaching of transcription and composition as separate entities. OFSTED state that particularly in the early stages, these elements benefit from being taught in isolation as they require different teaching. This allows the teaching of key component knowledge to be focussed on and practised again and again. By doing this, children will gain the knowledge they need to complete complex, extended writing tasks.

### Transcription:

Transcription is taught through daily dictation alongside additional daily handwriting lessons. This gives children the opportunity to encode sentences with known sound-letter correspondences. Children warm up by speed writing known GPCs or red words. This allows children to have the sounds and words needed at the tips of their fingertips, not just their tongues. Plenty of practise is required in order for children to gain fluency and automaticity in basic transcription. Fluency in transcription frees up the working memory to be able to focus on composition.

### Composition:

Composition is taught through 'Talk through Stories'. In 'Story week', we immerse children into a story so they get to know the text really well: the plot, the characters, and their actions and motives. Children orally practise retelling the story, learn favourite phrases and compose sentences about their understanding of the text. In 'Vocabulary week', we explore eight tier 2 words from the story. These words have been specifically selected to develop children's understanding of each word in the context of their everyday lives. Children orally compose and rehearse sentences containing these words and explore the applicability of these words to different contexts.

## Timetable

To successfully teach both of these strands of writing, we have timetabled English lessons as follows. Week 3 allows children to combine both aspects and practise rewriting a story in a structured and focussed way.

### Week 1

Warm up	Speed write	Red word	Speed write	Red word	Speed write
	Dictation	Dictation	Dictation	Dictation	Dictation
Main	TTS Story Week - Oracy focus				

### Week 2

Warm up	Speed write	Red word	Speed write	Red word	Speed write
	Dictation	Dictation	Dictation	Dictation	Dictation
Main	TTS Vocab Week - Oracy focus				

### Week 3

Warm up	Speed Write	Red word	Speed Write	Red word	Speed Write
	TTS Writing Week - Combination composition and transcription				

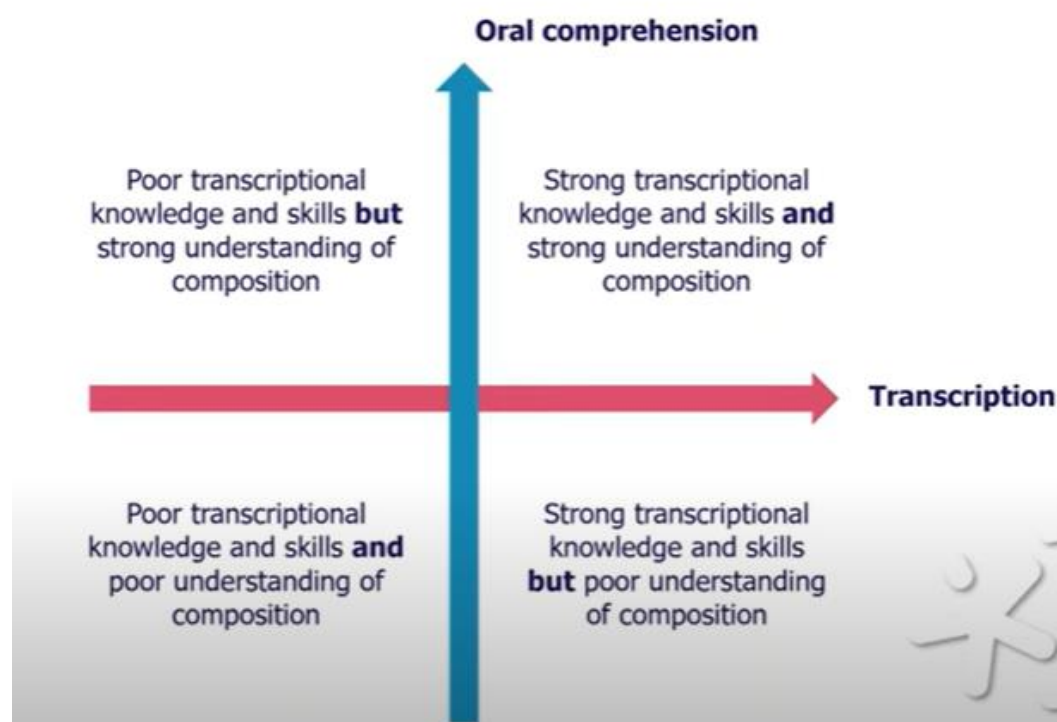
Objectives are mapped across the half term in line with our 'Year 1 CELT Small Schools Progression in Writing Curriculum':

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPAG Focus	Using exclamation marks to demarcate sentences	Capital names for places	Apply previously taught SPAG independently	Uses regular plural noun suffixes (-s, -es) correctly and understands how they change the meaning.	Uses regular plural noun suffixes (-s, -es) correctly and understands how they change the meaning.	Apply previously taught SPAG independently
Focus sounds	Next 6 Set 3 sounds aw are ur er ow ai	Next 6 Set 3 sounds aw are ur er ow ai	Next 6 Set 3 sounds aw are ur er ow ai	Next 6 Set 3 sounds aw are ur er ow ai	Next 6 Set 3 sounds aw are ur er ow ai	Next 6 Set 3 sounds aw are ur er ow ai
Red Words to Cover	pull people	push put	full go	be do	school said	he no

Research and further information behind our rationale can be found below:

<https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>

[Strong foundations in the first year at school | Ofsted webinar for schools](#)



# What is foundational knowledge?

