



Writing – Year 1 – Spring Term

Prior Learning	
ALL EYFS OBJECTIVES COVERED Autumn Term objectives covered and ongoing New objectives highlighted in yellow	
Key vocabulary for this unit	
Fiction Non-fiction Alphabet letter names Finger space Blend Segment	<u>GRAMMAR WORDS THROUGHOUT YEAR ONE</u> Word Sentence Letter Capital letter Full stop Punctuation Singular Plural Question mark Exclamation mark
Learning Sequence	

Write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. – This will include throughout the year; <p>Fiction - stories set in places pupils have been, stories with imaginary settings, stories that use the language of fairy tales and traditional tales, stories that mimic significant authors.</p> <p>Non-Fiction – Labels, lists, captions, instructions, recounts, present information, non-chronological reports</p> <p>Poetry – poems that use pattern, rhyme and description</p> <ul style="list-style-type: none"> • Plan by talking about ideas. • Use some of the characteristic features of the type of writing used.
Use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives.
Organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses.

Present neatly	<ul style="list-style-type: none">• Sit correctly and hold a pencil correctly.• Begin to form lower-case letters correctly.• Form capital letters.• Form digits 0-9.• Understand letters that are formed in similar ways.• Form lower-case letters of a consistent size.• Write capital letters and digits of consistent size.• Use spacing between words that reflects the size of the letters.
Spell correctly	<ul style="list-style-type: none">• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.• Spell common exception words correctly.• Spell words containing 40+ learned phonemes.• Begin to spell the Y1 common exception words.• Name letters of the alphabet in order.• Use letter names to describe spellings of words.

	<ul style="list-style-type: none"> • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes.
Punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use familiar punctuation correctly, including full stops, capital letters and question marks
Analyse writing	<p>Discuss writing with the teacher and other pupils.</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark (throughout the year)
Present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.

Assessment milestones

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| <ul style="list-style-type: none">• Use familiar punctuation – full stops, capital letters, question marks• Re-read writing to check it makes sense | <ul style="list-style-type: none">• Name letters of the alphabet in order• Spell words containing 40+ learned phonemes• Leave spaces between words.• Use the word 'and' to join words and sentences.• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I• Sit correctly and hold a pencil correctly.• Begin to form lower-case letters correctly.• Form capital letters |
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