Writing – Year 1 – Summer Term

Continuation / Consolidation Of All Objectives

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| Prior Learning  |
| All EYFS Objectives CoveredAutumn Term objectives covered and ongoingSpring objectives highlighted in yellow |
| Key vocabulary for this unit |
| FictionNon-fictionAlphabet letter namesFinger spaceBlendSegment | **Grammar Words Throughout Year One**WordSentenceLetterCapital letterFull stopPunctuationSingularPluralQuestion markExclamation mark |
| Learning Sequence |
| **Write with purpose** | • Say first and then write to tell others about ideas.• Write for a variety of purposes. – This will include throughout the year; 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.Non-Fiction – Labels, lists, captions, instructions, recounts, present information, non-chronological reportsPoetry – poems that use pattern, rhyme and description• Plan by talking about ideas.• Use some of the characteristic features of the type of writing used. |
| **Use imaginative description** | • Use well-chosen adjectives to add detail. • Use names of people, places and things.• Use well-chosen adjectives.Use nouns and pronouns for variety. |
| **Organise writing appropriately** | • Re-read writing to check it makes sense.• Use the correct tenses. |

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| **Present neatly** | • 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** | • Use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**.• 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.• 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.• Use the prefix un |
| **Punctuate accurately** | • 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• Use the present and pas tense correctly. |

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| **Analyse writing** |  Discuss writing with the teacher and other pupils.• 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** | • Read aloud writing clearly enough to be heard by peers and the teacher• Read aloud writing with some intonation. |
| Assessment milestones |
| * Use familiar punctuation – full stops, capital letters, question marks
* Re-read writing to check it makes sense
 | * 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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