Writing – Year 1 – Summer Term

Continuation / Consolidation Of All Objectives

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| Prior Learning | | |
| All EYFS Objectives Covered  Autumn Term objectives covered and ongoing  Spring objectives highlighted in yellow | | |
| Key vocabulary for this unit | | |
| Fiction  Non-fiction  Alphabet letter names  Finger space  Blend  Segment | | **Grammar Words Throughout Year One**  Word  Sentence  Letter  Capital letter  Full stop  Punctuation  Singular  Plural  Question mark  Exclamation 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 reports  Poetry – 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 |