



Year 1 Writing Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Explorers		Castles		Africa	
Text Types	<i>Text types should only be introduced once pupils are confidently writing a sequence of sentences</i> Labels, lists and captions Poetry – rhymes, songs, classic nurse rhymes		Traditional tales Recounts	Instructions Pattern and rhyme (taught in short units)	Cumulative and repetitive stories	Poems on a theme (taught in short units) Non-chronological reports
Suggested texts to support writing	Billy's Bucket – Kes Grey Little Red Hen (<i>Talk for writing</i>) Journey (Aaron Becker)	Lost and Found The Great Explorer – Chris Judge	Jack and the Beanstalk (<i>Talk for writing</i>)	How to catch a dragon Good Knight, Bad Knight	Handa's Surprise (<i>Talk for writing</i>) Handa's Hen We're going on a Lion Hunt Bringing the Rain to Kapiti Plain	
Progression of skills – Writing	Planning, Composing and Evaluating - Begin to use the sentence by sentence process of think, say, write, check - Say out loud what they are going to write about - Compose a sentence orally before writing it - Write a sequence of sentences - Re-read what they have written to check that it makes sense - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)		Planning, Composing and Evaluating - Say out loud what they are going to write about - Begin to use the sentence by sentence process of think, say, write, check - Compose a sentence orally before writing it - Write a sequence of sentences to form a short narrative or non-narrative text - Re-read what they have written to check that it makes sense - Talk about their writing		Planning, Composing and Evaluating - Use ideas from their reading in their writing - Say out loud what they are going to write about - Compose a sentence orally before writing it - Write a sequence of sentences to form a short narrative or non-narrative text - Re-read what they have written to check that it makes sense - Read aloud their writing clearly - Talk about their writing - Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)	

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		Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)	
Progression of skills <i>In addition to previously taught grammar objectives pupils should learn how to..</i>	Grammar, Punctuation and Vocabulary - Leave spaces between words - Join words with ‘and’ within sentences - Use full stops and capital letters	Grammar, Punctuation and Vocabulary - Leave spaces between words - Use full stops and capitals - Join sentences with ‘and’ - Use capital letters for people, places, days of the week and ‘I’ - Identify nouns - Identify and use adjectives for colour and size - Form singular and plural nouns - Write commands - Write in first and third person	Grammar, Punctuation and Vocabulary - Use correct grammatical terminology when discussing their writing - Join sentences with ‘and’ - Use question marks - Use exclamation marks - Change the meaning of words by adding un- (link with spelling) - Form new nouns by compounding e.g. whiteboard (link with spelling) - Use repetition for effect
Progression of skills	Handwriting and presentation - Sit correctly at a table, holding a pencil comfortably and correctly - Form lower-case letters in the correct direction, starting and finishing in the correct place		
Progression of skills	Spelling <i>Link to Little Wandle Phonics Scheme</i> - Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically- plausible attempts at others. - Name the letters of the alphabet in order - Write simple dictated sentences using spelling knowledge taught so far	Spelling <i>Link to Little Wandle Phonics Scheme</i> - Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically- plausible attempts at others. - Name the letters of the alphabet in order - Spelling rules for adding es or s (plurals) - Write simple dictated sentences using spelling knowledge taught so far	Spelling <i>Link to Little Wandle Phonics Scheme</i> - Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically- plausible attempts at others. - Add suffixes (ing, ed, er, est) - Use the prefix un - Write simple dictated sentences using spelling knowledge taught so far

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