

Literacy - Writing
Autumn Spring Summer All Terms

**Early Learning
Goals**

National Curriculum

**Development
Matters**

**LANGUAGE
children will
encounter**

**WHAT
OPPORTUNITY?
(When? Why?)**

**WHAT
PROVISION?
(What? Where?)**

**WHAT EXPERIENCE?
(How? Purpose?)**

ELG: Writing

**English
Year 1**

- Write some or all of their name
- Write some letters accurately.

Up, down, around, flick, letter formation rhymes.

Morning Routine – daily name writing practice to support name writing and letter formation.

Name cards, whiteboards and pens to practice making marks and name writing when the children come into school.

Each morning, the children will come in to school and practice writing their name initially copying it and then writing it from memory. Depending on their ability some children may need to begin by writing the initial letter, gradually increasing the number of letters that they write. Children will be supported in using the correct letter formation. Some children will progress to cvc words and simple sentences.

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Writing – Composition
Following the school's English writing curriculum Yr1 pupils will be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Naming pieces of work to support identification and give name writing practice.

Creative Activities and colouring picture in the continuous provision.

Children will be encouraged to write their name on their work after completion and place it in the going home tray. Children will have access to coloured lollipop sticks with their names on to support them with this.

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Development Matters	LANGUAGE children will encounter	WHAT OPPORTUNITY? (When? Why?)	WHAT PROVISION? (What? Where?)	WHAT EXPERIENCE? (How? Purpose?)	English Year 1
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	Invitation, letter, card, label, sentence	Children will have writing opportunities in the Continuous provision as well as directed writing activities which link to specific stories.	Winnie the Witch party invitations Letters to Santa Birthday cards Christmas cards Treasure Maps <u>Labelling and Sentence Writing</u> Gingerbread Man Three Bears Bear Hunt Pet writing Spider Little Mermaid Shark in the Park Commotion in the Ocean Mr Gumpy's Outing The Rainbow Fish	Children will be given lots of opportunities to use print for different reasons. They will be encouraged to make marks and use their phonic knowledge as appropriate. Some children will be listening for initial letter sounds, while others will be encouraged to write cvc words and simple sentences.	<p style="text-align: center;"><u>Writing – Vocabulary, Grammar and Punctuation</u></p> Yr1 pupils develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using 'and', beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.
<ul style="list-style-type: none"> Write some letters accurately. 	Up, down, around, flick, letter formation rhymes.	Phonics groups for children following the RWI programme to practice handwriting. This will continue into the summer term.	Letter formation sheets. RWI letter cards.	Each day the children will revisit a letter and its formation will be modelled. Children will practice the formation using gross motor movements first and then progress to writing the letters on the handwriting sheet, overwriting and then writing independently. Children will also practice writing simple cvc words, progressing to simple 'I can ...' sentences as appropriate.	<p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

National Curriculum Cont'd

English
Year 1

Yr1 pupils will apply their writing skills when writing:

- Informal letters
- Instructional writing
- Poetry on a theme (nature)
- Poetry - pattern and rhyme
- Recounts from personal experience
- Setting descriptions
- Shape poems and calligrams
- Stories with familiar settings