

**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**

- Read individual letters by saying the sounds for them.
- Read some letter groups that each represent one sound and say sounds for them.
- 

Sound, letter, picture association

Phonics groups for children following the RWI programme to introduce a sound per day and recap previous sounds taught.

Targeted letter sounds sent home to practice at home.

1.1 Daily RWI for children in the lowest 20% of the class for phonics.

Differentiated small group phonics sessions following the RWI programme.

Small individual sound cards to practice the pervious sounds taught.

Daily 1.1 phonics flash card activities in a quiet space.

Daily RWI phonics groups, children will be introduced to a sound per day. Speed sounds will recap the previous sounds taught.

Teachers will assess any gaps in a child's individual sound knowledge and send home the relevant sounds to help plug any gaps in their knowledge. Comments and updates are made in the child's reading diary to ensure sounds are updated and relevant to the child's needs.

Daily 1.1 phonics intervention to help boost the attainment of the lowest 20% of the class in phonics.

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

**Literacy - Writing**  
**Autumn Spring Summer All Terms**

**National Curriculum**

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"> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>		<p>Weekly 11 reading with a teacher to assess their current knowledge of their book and change their reading book if needed.</p> <p>Key word card keyrings to practice irregular words.</p> <p>Daily phonics sessions- reading ditty sheets/ reading books containing phrases, sentences and common exception words.</p>	<p>1.1 weekly reading with a teacher.</p> <p>Daily phonics in a small group</p> <p>Reading practice at home.</p>	<p>The children will have the opportunity to practice their nursery rhyme, sounds, blending book, reading book or Word cards with the class teacher or TA. This will allow practice and will enable the teacher to assess if their reading materials need changing.</p> <p>Key words keyrings are numbered 1-12, they are words taken from the RWI program and appear in order that they are introduced in the RWI reading scheme.</p> <p>Daily phonics reading practice linked to their phonics ability.</p>	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <p>Yr1 pupils develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using 'and', beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Learning the grammar for year 1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>

**Literacy - Writing**  
**Autumn Spring Summer All Terms**

**National Curriculum**

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"> <li>Form lower-case and capital letters correctly.</li> </ul>	Up, down, around, flick, letter formation rhymes, capital letter, lower case letter.	Morning routine-daily name writing, sentence writing or letter formation practice dependent on the child's ability.	Name cards, picture prompts for sentence writing, books ,whiteboards, letter formation sheets and pens to practice making marks , name writing or sentence 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 writing cvc words and more complex 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"> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using ‘and’, beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>Learning the grammar for year 1 in English Appendix 2</li> </ul>
<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	Sound out, Fred talk, sound, letter	Children will have writing opportunities in the Continuous provision as well as directed writing activities which link to specific stories.		<p>Morning routine-            Dependent on ability some children will have a picture of a CVC word item. They will use their phonics knowledge to sound out the word and write the correct sounds identified.</p> <p>Literacy adult led activity-            Differentiated by outcome , some children will need to spell simple words and write them in their literacy work</p> <p>Continuous provision- Writing opportunities linked to the story of the week and the children's interests.</p>	<ul style="list-style-type: none"> <li>Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>

**Literacy - Writing**  
**Autumn Spring Summer All Terms**

**National Curriculum**

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"> <li>• Write short sentences with words with known sound-letter correspondence using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>•</li> </ul>	<p>Capital letters, finger spaces, full stop stops, line, writing, hear, sound</p>	<p>Children will have writing opportunities in the Continuous provision as well as directed writing activities which link to specific stories.</p> <p>Morning sentence writing groups to encourage independent sentence writing, giving the children the opportunity to read what they have read and use their check it strip to ensure they have a capital letter, finger spaces and a full stop.</p> <p>Literacy adult led activities- Children are encouraged to write a simple phrase or sentence using the correct letter formation, a capital letter, finger spaces and a full stop.</p>	<p>Writing sheets linked to the story of the week</p> <p>White boards</p> <p>Writing books</p>	<p>Each week purposeful writing opportunities are planned for in the continuous provision, these are closely linked to the story of the week.</p> <p>Picture prompt cards are used to encourage the children to think of their own independent sentences and a strip of check points is provided so that the children can check off their capital letters, finger spaces, full stop and to read it to check it makes sense.</p>	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <p>Yr1 pupils develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using ‘and’, beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• Learning the grammar for year 1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>

## 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