

Year 1 Writing Overview



Fiction genres	Fantasy	Traditional tales	Stories by the same author	Stories with repetitive patterns/structures	Stories from other cultures	
Non-fiction genres	Captions, labels, lists, invitations, postcards, poster	Recount of a familiar event	Non-Chronological text	Instructions	Letters	
Poetry	Poems on a theme		Poems for learning by heart		Traditional rhymes	
Composition Purpose	<p>Say first and then write to tell others about ideas.</p> <p>Write for a variety of purposes.</p> <p>Plan by talking about ideas and writing notes.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write, review and improve.</p>					
Composition Description	<p>Use well-chosen adjectives to add detail.</p> <p>Use names of people, places and things.</p> <p>Use well-chosen adjectives.</p> <p>Use nouns and pronouns for variety.</p> <p>Use adverbs for extra detail.</p>					

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Composition Organisation	Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose.
Composition Paragraph	Write about more than one idea. Group related information.
Composition Sentences	Write so that people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin.
Transcription Handwriting	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. Begin to join some letters. Write capital letters and digits of consistent size. Use spacing between words that reflects the size of the letters.

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<p>Transcription Spelling</p>	<p>Spell words containing 40+ learned phonemes. Spell common exception words (the, said, one, two and the days of the week). Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). Use the prefix un. Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. Use spelling rules. Write simple sentences dictated by the teacher. Learn some new ways to represent phonemes. Spell common exception words correctly. Spell contraction words correctly (can't, don't). Add suffixes to spell longer words (-ment, -ness, -ful and -less). Use the possessive apostrophe. (singular) (for example, the girl's book) Distinguish between homophones and near-homophones.</p>
<p>Transcription Punctuation</p>	<p>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 both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. Use sentences with different forms: statement, question, exclamation and command. Use extended noun phrases to describe and specify (e.g. the blue butterfly). Use subordination (when, if, that or because).</p>

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	<p>Use coordination (or, and, but).</p> <p>Use some features of standard written English.</p> <p>Use the present and past tenses correctly, including the progressive form.</p>
<p>Analysis and presentation Analysis</p>	<p>Discuss writing with the teacher and other pupils.</p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none">• Word• Sentence• Letter• Capital letter• Full stop• Punctuation• Singular• Plural• Question mark• Exclamation mark. <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none">• Verb• Tense (past, present)• Adjective• Noun• Suffix• Apostrophe• Comma.

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<p>Analysis and presentation Presentation</p>	<p>Read aloud writing clearly enough to be heard by peers and the teacher. Read aloud writing with some intonation.</p>
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