# Writing Overview

## Year One

| Writing Composition | Sentence Types | Grammar |
|---|---|---|
| Learn to write sentences through:<br><br>– Understanding that words can be joined together to make sentences.<br>– Saying aloud what they are going to write about.<br>– Composing a sentence orally before writing it.<br>– Sequencing sentences to form short narratives.<br>– Re-reading what they have written to make sure that it makes sense.<br>– Discussing what they have written with the teacher or other pupils.<br>– Reading aloud their writing clearly enough to be heard by their peers and the teacher. | Learn to write and then apply the following sentences types:<br><br>· **Simple**: The man walked his dog.<br>· **Short descriptive**: The old man walked his black dog.<br>· **Conjunction:** The man walked his dog and fed his cat.<br>· **Adjective x 2**: The tired, old man walked his dog.<br>· **Question**: Why did the old man walk his dog? | Pupils should be taught to:<br><br>· Leave spaces between words;<br>· Use capital letters for the names of people, places, the days of the week and the pronoun, 'I'.<br>· Understand the words: noun (as an object or naming word), verb (as a doing or happening word), adjectives (words used to describe nouns).<br>Join words/sentences using and. |

| Spelling and Phonics | Punctuation | Key Vocabulary | |
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| – To be secure up to phase three of the letters and sounds document.<br>– To be working within phase 4 & 5 of the Letters and Sounds document (excluding alternative pronunciations)<br>– To be able to read cvc, cvcc, ccv, ccvc, ccvcc and cccvc monosyllabic words.<br>– To be able to spell 'tricky' words (Phase three) - the, to, I, no, go (Phase 4) - he, she, we, me, be, was, my, you, her, they, all, are.<br>– To name the letters of the alphabet: in random order and alphabetical order.<br>– To use the spelling rule for adding suffixes –s or –es as the plural marker for nouns and the third person singular marker for verbs.<br>– To use the prefix un– –ing, – ed, –er and –est where no change is needed in the spelling of root words.<br>– To write from memory simple sentences dictated by the teacher; that include words taught so far.<br>– To read the days of the week. | – Begin to punctuate sentences using a capital letter and a full stop.<br>– Begin to punctuate sentences using question marks and exclamation marks.<br>– Begin to use capital letters for names and possessive pronoun 'I'. | Letter/ Capital letter<br>Sentence<br>Word<br>Singular<br>Plural<br>Full stop | Question mark<br>Exclamation mark<br>Noun<br>Verb<br>Adjective<br>Punctuation |

| Spelling and Phonics (cont.) | Handwriting | Speaking & Listening |
|---|---|---|
| | – All lowercase letters should start from the line and be taught in a cursive font.<br>– Teach letter formation using 'shape' families:<br>· **long ladder** letters l i j t u<br>· **one-armed robot** letters r b h k m n p<br>· k should be taught with a loop.<br>· **curly caterpillar** letters c a d e g o q f s<br>· f should be taught with an ascending loop and descending loop.<br>· **zigzag** letters z, v, w, x,<br>– To sit correctly at a table, holding a pencil comfortably, and correctly.<br>– To be able to form capital letters.<br>– To form digits 0-9 correctly. | – Speak audibly and fluently with an increasing command of Standard English.<br>– Use relevant strategies to build their vocabulary.<br>– Listen and respond appropriately to adults and their peers.<br>– Ask relevant questions to extend their understanding and knowledge.<br>– Participate in role-play and discussion. |