


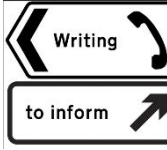





Year 1 – Writing overview.

Year 1:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing purpose:	Autumn 1 focus on skills required for writing in Y1.	To entertain:  Character/setting description Traditional tales Narrative	To inform:  Recount Non-chronological report (fictional based)	To entertain:  Stories with familiar settings Poetry	To inform:  Instructions Short explanation	To entertain:  Fantasy world stories. Poetry
Text level features.	NA	Sequencing sentences to form short narratives	Complete writing about real life events.	Sequencing sentences to form short narratives	Complete writing about real life events.	Sequencing sentences to form short narratives
Punctuation/grammar components to teach.	Composing a sentence orally before writing it Spaces between words. Capital letters and full stops to punctuate sentences.	Composing a sentence orally before writing it. Spaces between words. Capital letters and full stops to punctuate sentences.	Joining words and joining clauses using 'and' Capital letters for proper nouns.	Introduction to questions marks and exclamation marks to demarcate sentences. Alliteration (poetry)	Joining words and joining clauses using 'and'	Consolidation of Y1 objectives and introduction to some Y2 objectives.

Writing in Year 1 begins with embedding key skills learnt in the Early Years Foundation Stage before moving on to learning, applying, and consolidating writing objectives from Year 1. Handwriting is a skill that is practiced daily during the Autumn term to develop automaticity when producing full pieces of writing. By the end of Year 1, children will have spent time exploring 2 of the 4 purposes of writing: To entertain and To inform. Other purposes are explored as children progress through the other year groups. Where punctuation and grammar components are introduced in the outline above, teachers may also choose to adapt the teaching of these and choose to embed some misconceptions that have arisen as part of day-to-day teaching.