



## Year One

# Moorside Primary School English Writing Overview

Spelling	Handwriting	Punctuation
<p>Most common exception words from the Year 1 curriculum are spelled accurately</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order;</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;</p> <p>using the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Most words with already taught phonemes are spelt correctly.</p> <p>Spelling rules and patterns from the Year 1 Grammar Spelling Appendix are being used with increasingly accuracy.</p>	<p>Lower case letters are in correct direction, starting / finishing in right place</p> <p>Can form capital letters and form digits 0-9</p> <p>Can usually use correct spellings in independent writing</p> <p>Sits correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Leaves spaces between words</p> <p>Capital letters usually begin sentences</p> <p>Full stops are mostly used in the correct way to demarcate sentences</p> <p>Some use of other end marks may be evident e.g. exclamation and question marks</p> <p>Capital letters for the pronoun ‘I’ and for identified proper nouns (including people, places and days of the week) are used consistently.</p>
Sentence structure / organisation	Vocabulary and grammar	Editing and redrafting
<p>Meaningful sequences of sentences are written</p> <p>In narrative writing, structures from familiar stories are evident</p> <p>In non-narrative writing, events are recounted in sequence</p> <p>Sentences are rehearsed orally before writing e.g. using ‘think it, say it, count the words, write it’ or Fred fingers</p> <p>Sentence structure is mainly accurate</p> <p>Write sentences by sequencing sentences to form short narratives</p>	<p>Can orally use the past and present tenses correctly</p> <p>Can compose a sentence orally</p> <p>Can use oral work to write sentences</p> <p>Begins to demarcate sentences using punctuation</p> <p>Compound sentences are used to join ideas with the conjunction ‘and’</p> <p>The use of other conjunctions may be attempted</p> <p>Word choices are relevant to the context and word banks / mats used to support this</p> <p>Some use of adjectives to add detail may be evident</p>	<p>Can independently rewrite a sentence after editing</p> <p>Can make changes following discussion or marking</p> <p>Can discuss what they have written with the teacher or other pupils</p> <p>Can re-read what they have written to check that it makes sense</p> <p>Can read aloud their writing clearly enough to be heard by their peers and the teacher</p>



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Sentence types	Genres	Poetry – performance and reading
	Stories Recount Instructions Letters	discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern perform in unison, following the rhythm and keeping time imitate and invent actions
Poetry – writing	Poetry - classics	Parody and fairy tale
invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line	Poor old lady- anon Hurt no living thing- Rosetti	Traditional Tale Hansel and Gretel Hare and the Tortoise



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### Year One Genre Checklist

Stories

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Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>



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Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	1, 2, 3, 4, 5	<u>Noun</u> What a noun is. Regular plural nouns with 'er'	Use spaces to separate words.
Written in the imperative e.g. sift the flour.	Imperative verbs start sentences e.g. spread, slice, cut.	First	<u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'	Begin to use full stops.
Use of numbers or bullet points to signal order.	Sentences do not include pronouns and are written impersonally	Next	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Begin to use exclamation marks.
		After	<u>Connectives/conjunctions</u> Join words and sentences using and/ then.	Begin to use exclamation marks.
		Cut		Capital letters for start of sentence, names, personal pronouns.
		Move		Read words with contractions.
		Fold		
		Stir		
		Colour		
		Paint	<u>Tense</u> Simple past tense 'ed'.	



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Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>



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Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	<p>Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>