

## Year 1 Yearly Overview

### Writing

	Half term 1	Half term 2
Autumn	<p>Short narratives T4W Daily sentence writing Handwriting lessons</p> <ul style="list-style-type: none"> <li>To sit at the table holding a pencil comfortably and correctly</li> <li>To form most lower case letters correctly</li> <li>To write down one of the sentences she/he has rehearsed</li> <li>To write sentences, sequencing them to form short narratives.</li> <li>To form capital letters</li> </ul>	<p>Instruction writing Poetry (writing on location) Fact writing Handwriting lessons</p> <ul style="list-style-type: none"> <li>To form lower case letters in the correct direction, starting and finishing in the right place</li> <li>To understand which letters belong to which handwriting families, and practise these.</li> <li>To write sentences by saying out loud what he or she is going to write about, after discussion with the teacher</li> </ul>
Spring	<p>Short narratives T4W/bookmaking (Bookweek) Handwriting lessons.</p> <ul style="list-style-type: none"> <li><i>As in autumn 1 &amp; 2</i></li> <li>To compose and write sentences independently to convey ideas.</li> <li>To write sentences by re-reading what he/she has written, to check it makes sense.</li> </ul>	<p>Diary writing/Fact writing Handwriting lessons.</p> <ul style="list-style-type: none"> <li><i>As in autumn 1 &amp; 2</i></li> <li>To discuss what he or she has written with the teacher or other pupils</li> </ul>
Summer	<p>Short narratives Talk for Writing Editing</p> <ul style="list-style-type: none"> <li><i>As in autumn and spring terms</i></li> </ul>	<p>Poetry Modern communication- email/text/blog Editing</p> <ul style="list-style-type: none"> <li><i>As in autumn and spring terms</i></li> </ul>
	<p><b>Curriculum Enhancements:</b></p> <ul style="list-style-type: none"> <li>Hooks used to excite and engage children in writing projects.</li> <li>Bookmaking to be taught directly and be available in the continuous provision.</li> <li>Writing stations in each classroom.</li> <li>Continual opportunities to write in the indoor and outdoor area through continuous provision.</li> <li>RAFT planning to ensure writing for a purpose.</li> <li>Writing on location</li> </ul>	

## End of the Term Expectations:

Autumn	Spring	Summer
<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To write a sentence independently using a capital letter and full stop.</li> <li>• To correctly form all letters, using a lead in and lead out.</li> <li>• To form all capital letters correctly.</li> <li>• To begin to use cursive script.</li> <li>• To say a sentence out loud before writing it.</li> <li>• To write a section of a short narrative.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• To confidently use cursive script.</li> <li>• To discuss what has been written with the teacher and other pupils.</li> <li>• To write several sentences independently using correct punctuation most of the time.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To write at least 2 sentences independently using capital letters and full stops.</li> <li>• To re-read what they have written to check it makes sense.</li> <li>• To use cursive script.</li> <li>• To discuss what he or she has written with the teacher or other pupils.</li> <li>• To spell some phonically decodable words and some common exception words correctly.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• To write several sentences independently which are correctly punctuated and many words are spelt correctly.</li> <li>• To spell many common exception words correctly.</li> <li>• To begin to use more complex punctuation in their writing (?!)</li> <li>• To implement their own ideas into to their writing across different genres.</li> <li>• To re-read what they have written and begin to notice errors relating to transcription, grammar and spelling.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• To compose and write a short paragraph independently, using capital letters and full stops.</li> <li>• To spell many phonically decodable words and many common exception words correctly using the sounds they have been taught in phonics lessons.</li> <li>• To produce writing in a variety of genres, understanding the structure of each.</li> <li>• To re-read their written work to check it makes sense and make simple corrections.</li> <li>• To begin to edit their work, noticing obvious mistakes relating to transcription, spelling and grammar.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• To regularly implement their own ideas into their writing and show 'flair' or exceptional accuracy.</li> <li>• To confidently edit their written work, relating to transcription, spelling and grammar.</li> </ul>

