

Year 1 Yearly Overview

Writing

	Half term 1	Half term 2
Autumn	<p>Cave Baby-Julia Donaldson and Emily Gravett (The Literacy Tree)</p> <p>Narrative retellings Labels and captions, informal letters</p> <p>Handwriting lessons - every half term</p> <ul style="list-style-type: none"> To sit at the table holding a pencil comfortably and correctly To form most lower case letters correctly (print) To write down one of the sentences she/he has rehearsed To form capital letters To separate words with spaces 	<p>Billy and the Beast- Nadia Shireen (The Literacy Tree)</p> <p>Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes</p> <ul style="list-style-type: none"> To form lower case letters in the correct direction, starting and finishing in the right place (beginning to use lead ins and lead outs) To understand which letters belong to which handwriting families, and practise these. To use some descriptive language.
Spring	<p>Beegu-Alexis Deacon (The Literacy Tree)</p> <p>Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports</p> <ul style="list-style-type: none"> As in autumn 1 & 2 To write sentences by re-reading what he/she has written, to check it makes sense. To use words and clauses using 'and' 	<p>Stanley's Stick-John Hegley and Neal Layton (The Literacy Tree)</p> <p>Own version narratives Retellings, descriptions</p> <ul style="list-style-type: none"> As in autumn 1 & 2 To use capital letters for proper nouns and the pronoun 'I' mostly correctly. To write some sentences independently, sequencing them appropriately (after discussion).
Summer	<p>Pig the Pug-Aaron Blabey (The Literacy Tree)</p> <p>'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives</p> <p>As in autumn and spring terms</p> <ul style="list-style-type: none"> Editing Demarcate some sentences accurately with capital letters and full stops; begin to use question marks and exclamation marks 	<p>Iggy Peck, Architect-Andrea Beatty and David Roberts (The Literacy Tree)</p> <p>Fact files Labels, captions, character comparisons, thought and speech bubbles</p> <p>As in autumn and spring terms</p> <ul style="list-style-type: none"> Editing
	<p>Curriculum Enhancements:</p> <ul style="list-style-type: none"> Hooks used to excite and engage children in writing projects. Bookmaking to be taught directly and be available in the continuous provision. Writing stations in each classroom. Continual opportunities to write in the indoor and outdoor area through continuous provision. Use of The Literacy Tree scheme. Writing celebrated on wow walls. 	

End of the Term Expectations:

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