



Year 1 Writing Overview

Bowerham Primary and Nursery School

WRITING AT BOWERHAM

Units of Writing (provisional – these may be subject to change)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p><u>Stories by the same author</u></p> <p>Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.</p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Use full stops to demarcate simple sentences.</p> <p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p> <p>With adult support, reread every sentence to check it makes sense.</p> <p>Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...</p>	<p><u>Repetitive pattern stories</u></p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Use full stops to demarcate simple sentences.</p> <p>Recognise and write from memory capital letters.</p> <p>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</p> <p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p> <p>Orally compose and write sentences to form short narratives.</p>	<p><u>Classic stories</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Orally compose and sequence their own sentences to write short narratives.</p>	<p><u>Traditional tales</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p> <p>Identify and use exclamation marks.</p> <p>Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).</p> <p>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Orally compose and sequence their own sentences to write short narratives.</p> <p>Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...</p>	<p><u>Stories with familiar settings</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.</p> <p>Separate words with spaces of a roughly consistent size.</p> <p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse.</p> <p>Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p> <p>Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.</p>	<p><u>Stories with fantasy settings</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.</p> <p>Separate words with spaces of a roughly consistent size.</p> <p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train)</p> <p>Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse.</p> <p>Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book.</p> <p>Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.</p> <p>Independently re-read every sentence to check it makes sense but focusing</p>



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						<p>particularly on those which use joining words.</p> <p>Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.</p>
Non – Fictions		<p><u>Non fiction texts</u></p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Use full stops to demarcate simple sentences.</p> <p>Identify and use question marks.</p> <p>Orally rehearse ideas linked to nonfiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.</p> <p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p> <p>Orally compose simple sentences to write short non-fiction texts, e.g. Information text, postcard, instructions.</p>	<p><u>Instructions</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p> <p>Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces</p> <p>Re-read every sentence to check it makes sense.</p> <p>Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, instructions</p>	<p><u>Recounts</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p> <p>Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</p> <p>Re-read every sentence to check it makes sense.</p>	<p><u>Booklets</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.</p> <p>Separate words with spaces of a roughly consistent size.</p> <p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p>	<p><u>Non Chronological Report</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.</p> <p>Separate words with spaces of a roughly consistent size.</p> <p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, information texts.</p> <p>Identify and use question marks and exclamation marks in independent writing.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p>
Poetry	<p><u>Poems on a theme</u></p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Use full stops to demarcate simple sentences.</p> <p>Use capital letter for the personal pronoun I.</p>	<p><u>Poems on a theme</u></p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Use full stops to demarcate simple sentences.</p> <p>Use the joining word and to link words in sentences, e.g.</p>	<p><u>Traditional rhymes</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p>		<p><u>Traditional rhymes</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.</p> <p>Separate words with spaces of a roughly consistent size.</p>	<p><u>Poems to learn by heart</u></p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.</p> <p>Separate words with spaces of a roughly consistent size.</p>



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	<p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p> <p>Read their writing to an adult.</p>	<p>Henry had a duck and a dog. Penguins can slip and slide.</p> <p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p>	<p>Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Read their writing audibly to a small group.</p>		<p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Use the joining word and to link words and clauses in independent writing.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p> <p>Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</p>	<p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p> <p>Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.</p>
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