

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	Stories by the same author	Repetitive pattern stories	<u>Classic stories</u>	<u>Traditional tales</u>	Stories with familiar settings	Stories with fantasy settings		
	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. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Use full stops to demarcate simple sentences. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory With adult support, reread every sentence to check it makes sense. Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because	With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Use full stops to demarcate simple sentences. Recognise and write from memory capital letters. Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory Orally compose and write sentences to form short narratives.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops to demarcate simple sentences. Use capital letters for names of people, places and days of the week. Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Re-read every sentence to check it makes sense. Orally compose and sequence their own sentences to write short narratives.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops to demarcate simple sentences. Identify and use exclamation marks. 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). Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Re-read every sentence to check it makes sense. Orally compose and sequence their own sentences to write short narratives. Discuss their writing with adults, saying what they like about it, e.g. my favourite word is	Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. 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. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. 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) Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. 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. Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Independently re-read every sentence to check it makes		

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



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