



# Year 1 Writing Overview

## Bowerham Primary and Nursery School

WRITING AT BOWERHAM					
Units of Writing (provisional – these may be subject to change), Themes are chosen according to children's interest and needs of the cohort					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Drawing Club-Story book, Traditional Tale, Video Clip</b>	<b>The Curious Quest-Fiction, Non-Fiction, Poetry</b>	<b>The Curious Quest-Fiction, Non-Fiction, Poetry</b>	<b>Literacy: Chosen Theme 1</b>	<b>Literacy: Chosen Theme 2</b>	<b>Literacy: Chosen Theme 3</b>
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.  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.  Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory  With adult support, re-read every sentence to check it makes sense.  Recognise and write from memory capital letters.	Recognise and write from memory capital letters.  Use joining word 'and' to link words in sentences, e.g., Henry had a duck and a dog. Penguins can slip and slide.  Orally plan and sequence ideas in narrative, e.g., with adult support  Read their writing to an adult	Use capital letter for the personal pronoun 'I'  Identify and use question marks  Orally plan and sequence ideas in narrative and non-fiction.  Say and hold in memory whilst writing sentences that can be read by themselves and others  Use capital letters for names of people, places and days of the week  Separate words with spaces independently  Use capital letters and full stops to demarcate simple sentences in independent writing.  Discuss their writing with an adult, saying what they like about it, e.g., my favourite word is...	Identify and use exclamation marks.  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.  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).  Orally compose sentences and sequence ideas and events in narrative and non-fiction.  Sequence events in non-fiction recounts e.g., use pictures and prompts to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'then', 'finally'.  Re-read every sentence to check it makes sense	Say and hold in memory orally composed sentences before writing including compound sentences using the joining words 'and', 'but' and 'or'.  Independently re-read every sentence to check it makes sense but focussing particularly on those with joining words  Orally compose and sequence  Read aloud their writing audibly to a small group  Use familiar plots for structuring the opening, middle and end of their stories, e.g., innovating on a known story and orally rehearse  Discuss their writing with an adult, saying what they like about it, e.g., the best word I have used is...my handwriting is good because... I am proud of my word because...	Read aloud their writing audibly to adults and peers, e.g., larger group or whole class.  Consistently separate words with spaces of a roughly consistent size.  Consistently use capital letters for names or people and places, days of the week and the personal pronoun 'I'  Consistently identify and use question marks and exclamation marks in independent writing  Independently use the joining words 'and', 'or' and 'but' to link words and clauses  Orally compose and sequence their own sentences to write short non-fiction texts e.g., recounts, information, texts.