



# 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
Drawing Club-Story book, Traditional Tale, Video Clip	The Curious Quest-Fiction, Non-Fiction, Poetry	The Curious Quest-Fiction, Non-Fiction, Poetry	Literacy: Chosen Theme 1	Literacy: Chosen Theme 2	Literacy: Chosen Theme 3
<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>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>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory</p> <p>With adult support, re-read every sentence to check it makes sense.</p> <p>Recognise and write from memory capital letters.</p>	<p>Recognise and write from memory capital letters.</p> <p>Use joining word 'and' to link words in sentences, e.g., Henry had a duck and a dog. Penguins can slip and slide.</p> <p>Orally plan and sequence ideas in narrative, e.g., with adult support</p> <p>Read their writing to an adult</p>	<p>Use capital letter for the personal pronoun 'I'</p> <p>Identify and use question marks</p> <p>Orally plan and sequence ideas in narrative and non-fiction.</p> <p>Say and hold in memory whilst writing sentences that can be read by themselves and others</p> <p>Use capital letters for names of people, places and days of the week</p> <p>Separate words with spaces independently</p> <p>Use capital letters and full stops to demarcate simple sentences in independent writing.</p> <p>Discuss their writing with an adult, saying what they like about it, e.g., my favourite word is...</p>	<p>Identify and use exclamation marks.</p> <p>Use the joining word 'and' to link clauses, e.g., They all pullet the turnip and it came out of the ground. Peel the banana and slice it into pieces.</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>Orally compose sentences and sequence ideas and events in narrative and non-fiction.</p> <p>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'.</p> <p>Re-read every sentence to check it makes sense</p>	<p>Say and hold in memory orally composed sentenced 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 focussing particularly on those with joining words</p> <p>Orally compose and sequence</p> <p>Read aloud their writing audibly to a small group</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>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...</p>	<p>Read aloud their writing audibly to adults and peers, e.g., larger group or whole class.</p> <p>Consistently separate words with spaces of a roughly consistent size.</p> <p>Consistently use capital letters for names or people and places, days of the week and the personal pronoun 'I'</p> <p>Consistently identify and use question marks and exclamation marks in independent writing</p> <p>Independently use the joining words 'and', 'or' and 'but' to link words and clauses</p> <p>Orally compose and sequence their own sentences to write short non-fiction texts e.g., recounts, information, texts.</p>