Hallfield Primary School

Growing, Learning, Achieving Together

Year 1 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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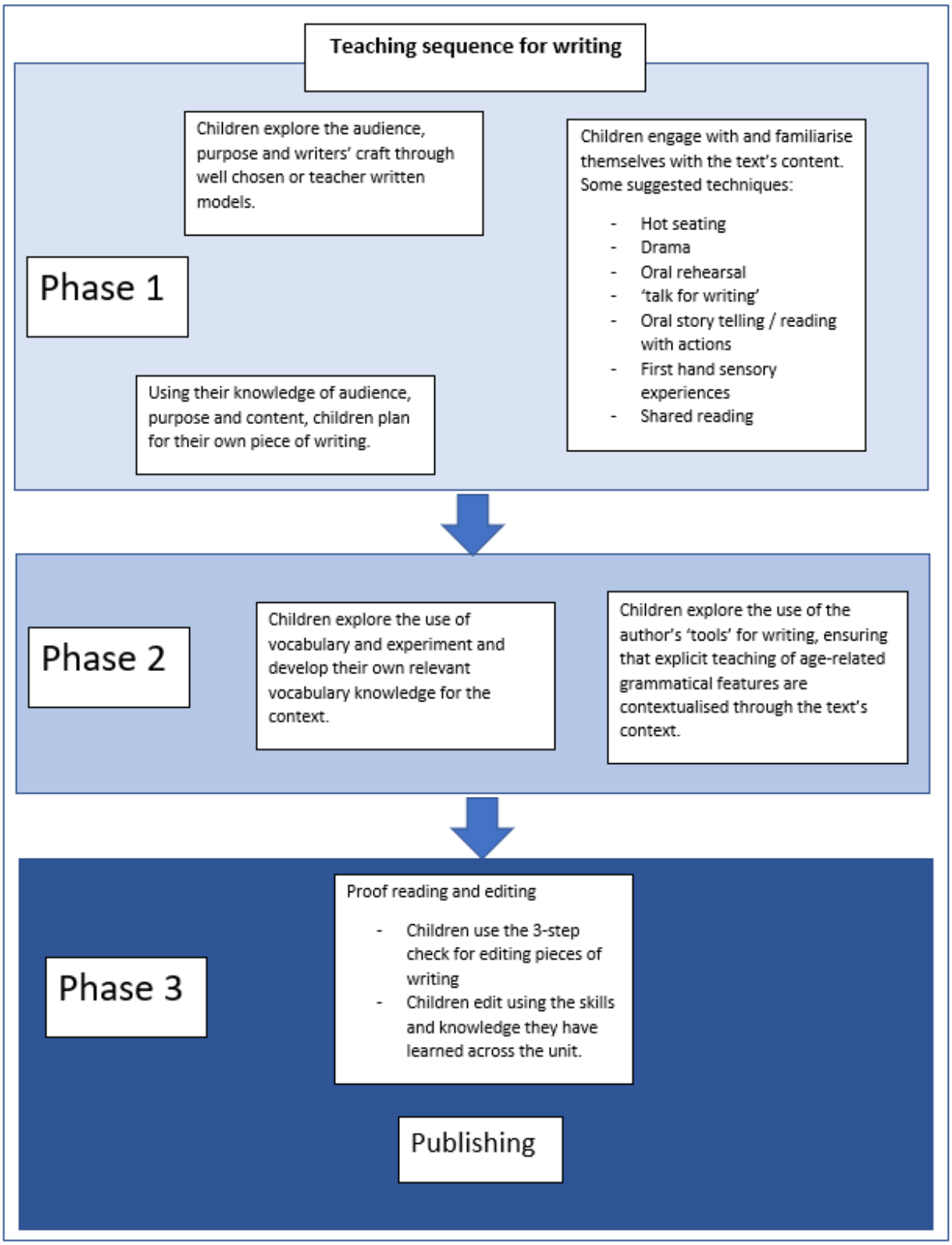

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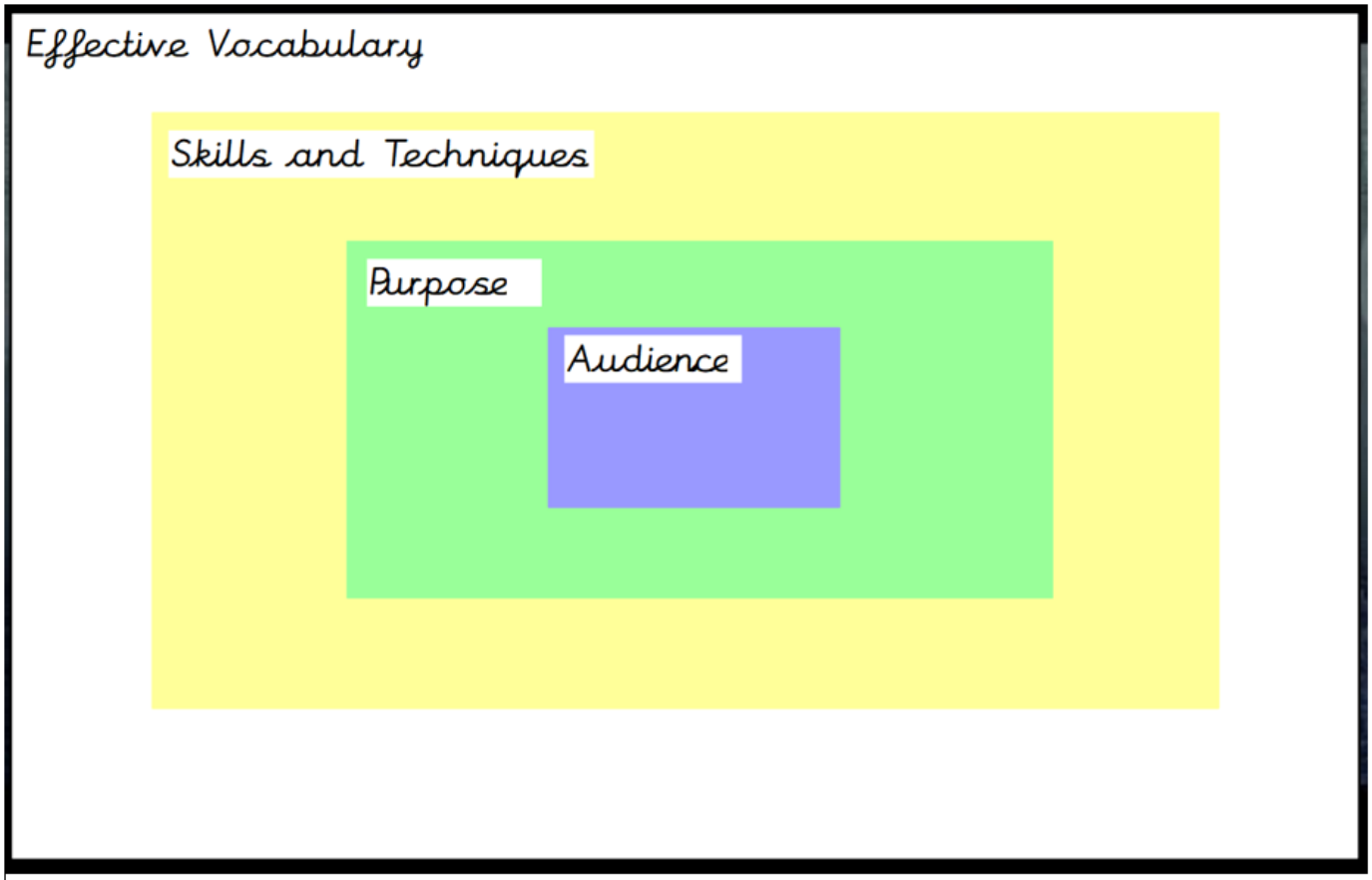
Box Success Criteria



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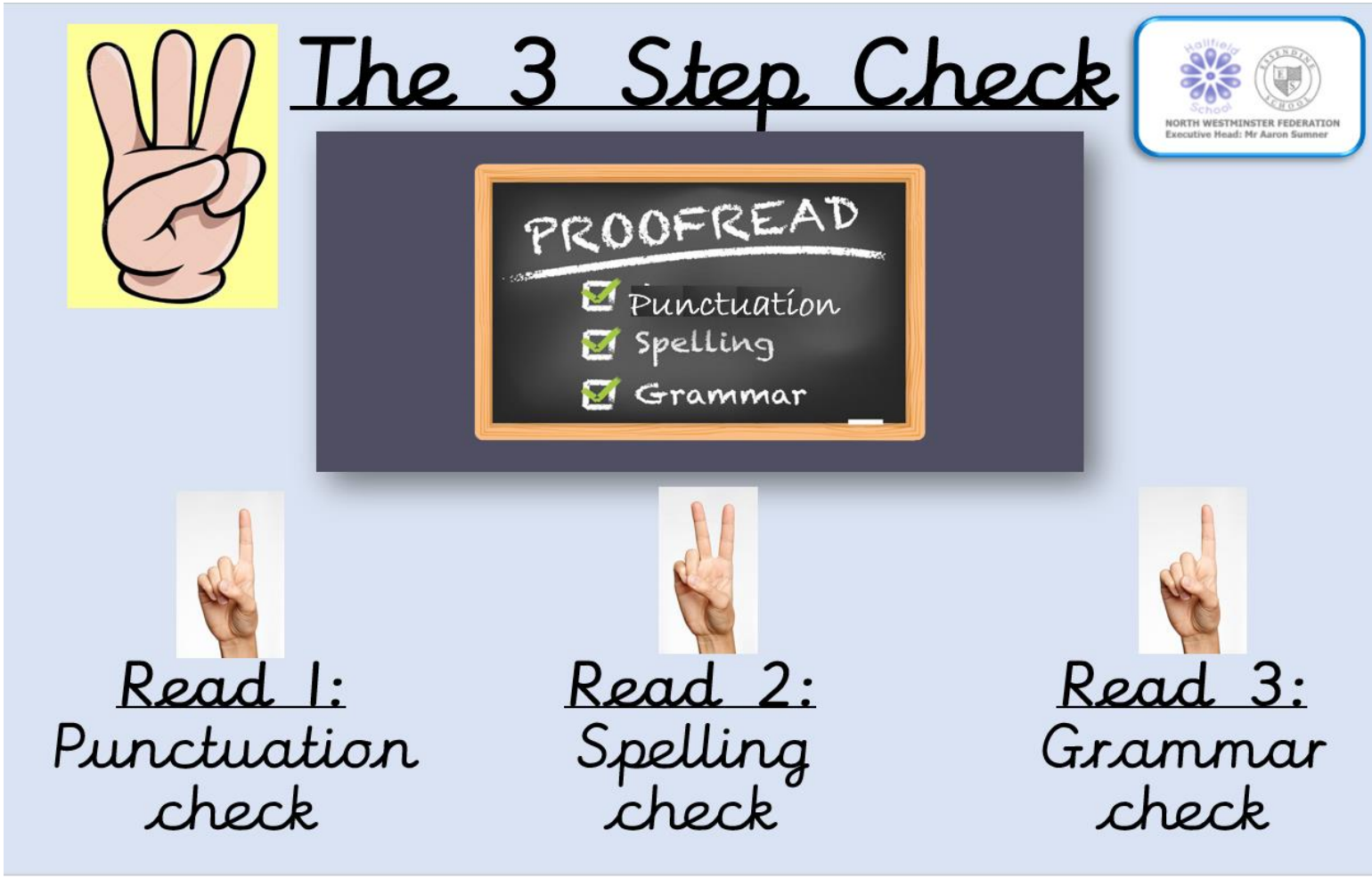

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Year 1 Framework for Writing

Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 1 Framework for Writing

Autumn Term	**Year 1**	**Writing Framework**
Overview:	**Key Performance indicators:**	
Children will learn the mechanics of sentences and practicing composing accurate sentences. They are beginning to use some of the distinctive features of standard English in their writing. Children will accurately use capital letters and full stops. Letters and digits will be accurately formed. This is supported by stories with repeated patterns and that are familiar to children. **Speaking and Listening:** Speech is clear with only a few immaturies and reflects the phonemes known by children. Children use early story language confidently and begin to ask for help.	Children can: - form lower-case letters in the correct direction, starting and finishing in the right place - Writes from memory simple sentences dictated by the teacher (phase 3,4,some 5) - Write simple sentences by orally rehearsing. - Using the GPCs and common exception words taught so far (phase 3,4 some 5). - Names the letters of the alphabet in order. - Introduces capital letters full stops to demarcate.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Composing a simple sentence orally before writing it • Sequencing sentences together to form a short narrative. • With support, re-reading what has been written to check that it makes sense and editing. • Sit carefully at a table holding a pencil correctly.	• Demarcating sentences with capital letter and full stop. • Re-reading to check for missing full stops. • Use capital letters for proper nouns • Some use of question marks. • Identifying and using adjectives • To begin showing some consistency in the use of the past tense (was / were) • **<u>Joining words with 'and'</u>** **<u>Beginning</u>** to join clauses with 'and' • Secure using 'and' for clauses	• -ed where no change is needed. • Segmenting a word before writing it (CVC, CCVC, CVCC) • Spell the days of the week. • Children consolidate their knowledge and application of phase 3 & 4 Phonics. • Become familiar with some Phase 5 alternative graphemes. • Name the letters o the alphabet in order. **Handwriting and punctuation** •Form most lower-case letters in the correct direction, starting and finishing in the right place •Form digits 0-9	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Identify and explain sequence of events • Make a prediction based on what has been read so far • Recognise pattern • recognising and joining in with predictable phrases

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Year 1 Framework for Writing

Spring Term	**Year 1**	**Writing Framework**
Overview:	Key Performance indicators:	
Children will continue to learn the mechanics of sentences and to check them for accuracy. Language will be used for some detail and interest. Children will observe details of first hand experiences using the senses and describe list words and phrases or use a repeating pattern or line. **Speaking and Listening:** Children ask questions to about how and why. In lessons they are able to liten to others, including holding attention in small group work. They express likes and dislikes nd show interest in points of others.	Children can: - Re-read what has been written to check that it makes sense. - Sequence simple sentences together to for short narratives. - Spells most words using phase 5 exception words and phonemes - Introduce question marks to demarcate sentences. - Checks sentences by re-reading for sentence boundaries. - Use capital letters accurately for personal pronoun 'I' - Writes from memory simple sentences dictated by the teacher (phase 3- 5)	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Composing a simple sentence orally before writing it • Sequencing sentences together to form a short narrative. • Re-reading what has been written to check that it makes sense and editing.	• Re-reading to check for missing full stops. • Use capital letters for proper nouns • Some use of question marks. • Identifying and using adjectives • To begin showing some consistency in the use of the past tense (was / were) • **Beginning** to use 'and' as a conjunction joining sentences • 'and' for joining clauses	• Adding plural marker with spelling pattern for adding –s, -es • Words with contractions I'm, I'll, We'll. • -ing where no change is needed. • Spell days of the week • Children become more secure with Phase 5 phoneme and grapheme correspondence in their writing. **Handwriting and presentation** • Forming lower-case letters of the correct size relative to one another in some of the writing	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types) • Can identify feelings of character • Reading contractions stated

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Summer Term	**Year 1**	**Writing Framework**
Overview:	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **Some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)