

WRITING IN YEAR 1



Mrs Munt



WRITING AT FORTY HILL



By the time children leave Forty Hill CE Primary we expect our pupils to be able to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding, in a range of situations. This will enable them to be 'fulfilled, healthy and successful' in further education and the wider world.

At Forty Hill CE School, we believe learning to write is one of the most important things that a child at primary school will learn. Not only do children use their writing in almost all other subjects of the curriculum but good writing also gives children a voice to share their ideas, opinions and imagination with the world.



HOW DO WE TEACH WRITING?



- ❖ Literacy lessons will use a range of creative approaches to support the pupil's understanding and exploration of the text, such as drama, hot-seating, story maps, speaking and listening tasks, visits to settings, illustration, debates or research.
- ❖ In addition to these creative approaches, there is consistent teaching of the structure and features of different text types with a link to the grammar and punctuation needed to making their independent writing successful.
- ❖ This will involve looking at good examples of the text type, identifying the key features, creating toolkits for writing, teacher modelling and time to draft, edit and publish where appropriate.
- ❖ KSI At Forty Hill CE School, we are using the highly recommended 'Letters and Sounds' synthetic phonics scheme produced by the Department for Education. Children actively engage in the practical activities and the multi-sensory way the scheme is delivered. Phonics teaching is part of the daily routine at Forty Hill and begins in Nursery and continues throughout Key Stage One.

WHAT DOES A YEAR 1 WRITER LOOK LIKE?

There are four key components that need to come together to create a writer. Each part plays a vital part in the finished article and carries it's own curriculum statements.

- Transcription
- Handwriting
- Composition
- Vocabulary, punctuation and grammar



WHAT DOES A YEAR 1 WRITER LOOK LIKE?

We use Objectives
from the National
Curriculum to give a
basis on what Year 1
children should be
including in their
writing.

TRANSCRIPTION

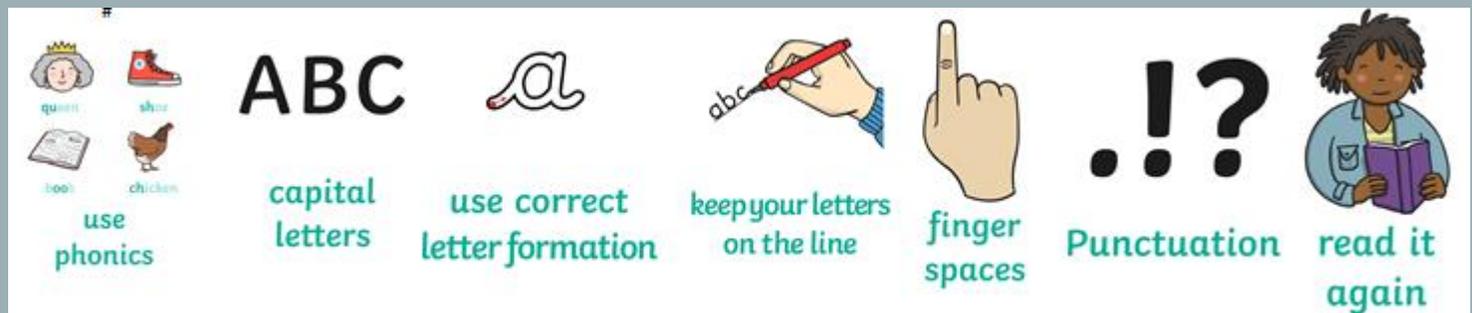
- I can spell words containing each of the 40+ phonemes already taught.
- I can spell common exception words.
- I can spell the days of the week.
- I can name the letters of the alphabet and place them in order.
- I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- I can add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- I can add prefixes and suffixes using the prefix un-.
- I can add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].
- I can apply simple spelling rules and guidance.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

WHAT DOES A YEAR 1 WRITER LOOK LIKE?

We use Objectives from the National Curriculum to give a basis on what Year 1 children should be including in their writing.

HANDWRITING

- I can sit correctly at a table, holding a pencil comfortably and correctly
- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form digits 0-9.
- I can understand which letters belong to which handwriting `families` (i.e. letters that are formed in similar ways) and can practise these.



LETTER FORMATION

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

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COMPOSITION

- I can write sentences saying out loud what I am going to write about.
- I can write sentences and compose a sentence orally before writing it.
- I can write sentences sequencing them to form short narratives.
- I can write sentences and re-read what I have written to check that it makes sense
- I can discuss what I have written with the teacher or other pupils.
- I can read aloud my writing clearly enough to be heard by my peers and the teacher.

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VOCABULARY, PUNCTUATION AND GRAMMAR

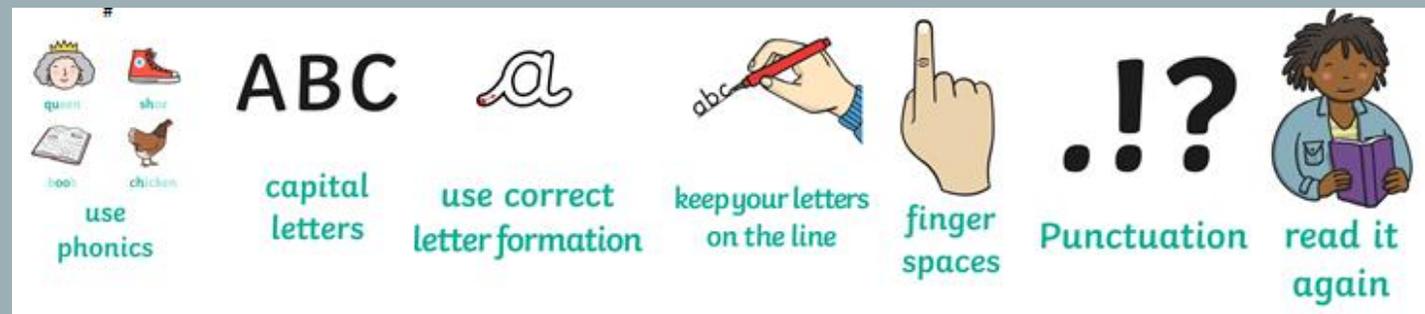
- I can develop my understanding of leaving spaces between words.
- I can develop my understanding of joining words and joining clauses using `and`.
- I can develop my understanding of beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- I can develop my understanding of using a capital letter for names of people, places, the days of the week, and the personal pronoun `I`.
- I can develop my understanding of learning the selected grammar for year 1.
- I can use selected grammatical terminology.

WHAT DOES A YEAR 1 WRITER LOOK LIKE?



A Year 1 Writer can

- write sentences by saying out loud what they
- are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher



DIFFERENT TYPES OF TEXTS WRITTEN

Fiction - Stories with familiar and unfamiliar settings
Retelling and adapting
Character and setting descriptions
Personal experiences real and fictitious

Non-fiction (Writing for purpose)
Recount
Instruction writing
Letter writing
Diary writing
Fact files

Poetry - Using all of the above to experiment with rhythm and rhyme,
free verse, narrative and acrostic poems!



OTHER OPPORTUNITIES TO DEVELOP WRITING

At School:

- ❖ Arts Trophy Competition
- ❖ World Book Day
- ❖ Prayers for Services
- ❖ Applications for pupil jobs
- ❖ Book reviews



ACTIVITIES TO SUPPORT WRITING AT HOME

Talk, talk, talk!

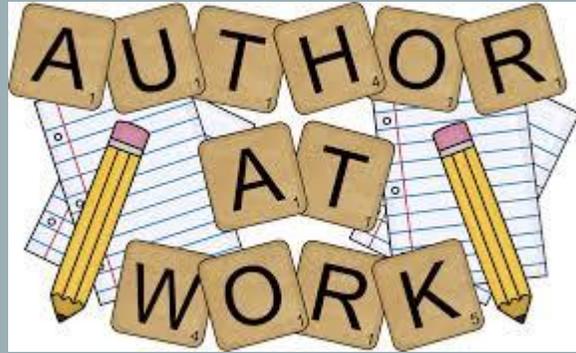


Reading supports writing in ideas and vocabulary. Talking helps to articulate and clarify ideas.

(National Curriculum: Spoken language underpins the development of reading and writing)

ACTIVITIES TO SUPPORT WRITING AT HOME

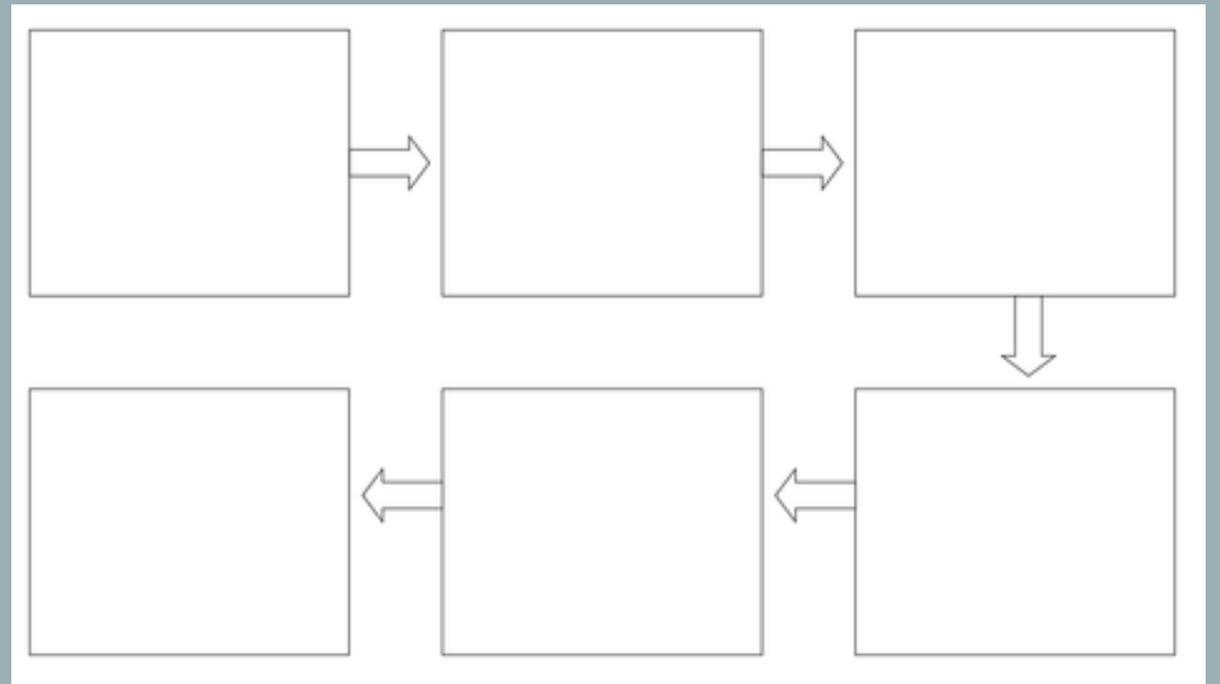
- Sensory walks
- Sentence starters
- Postcards
- Thank you letters
- Invitations
- Shopping Lists
- Different Endings
- Birthday poems
- Diaries
- Toy or pet adventures



THE PLANNING PHASE

Map a story!

SETTING		CHARACTER	
Where?		Who?	
BEGINNING		MIDDLE	END
First...	Next...	Last...	



THE PLANNING PHASE

Knowing a story before it is retold or innovated is very important and actions, verbal retelling and mapping are key reference points for writing.



WRITING ACTIVITY!

A picture book is a wonderful way to scaffold the writing process from beginning to end.

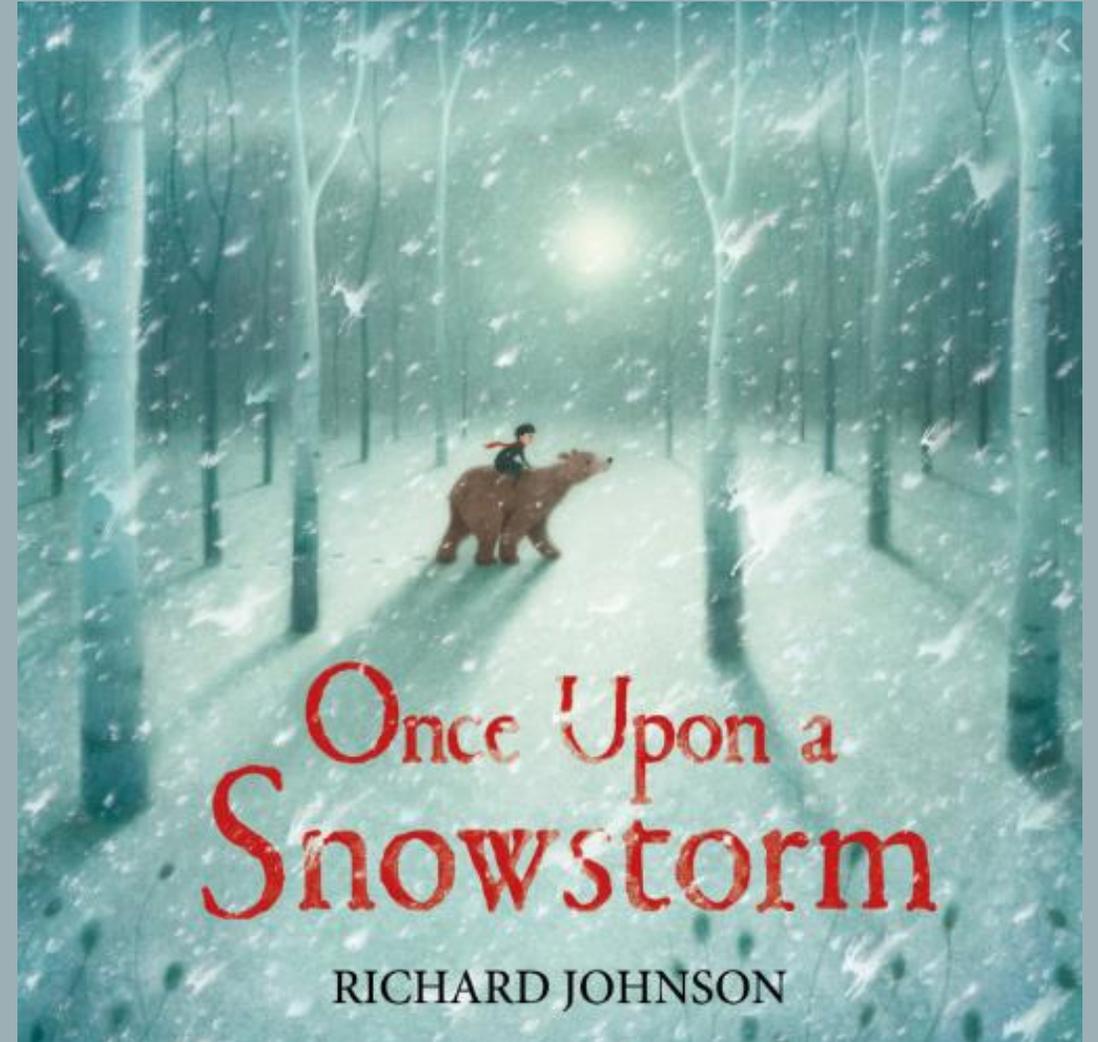
A plot is provided but narrative required

Say what you are going to write about (mapping)

Orally composing

Recording

Reading back as author



WRITING ACTIVITY!



<p>See</p> 	<p>Hear</p> 	<p>Smell</p> 	<p>Touch</p> 	<p>Taste</p> 

WRITING ACTIVITY!



Noun

Verb

Adjective

--	--	--

--	--	--

--	--	--

YOUR TURN!

Choose an image and use senses to structure writing a short narrative.

Choose an image and plan/write what comes next.

Use the starter

Have you ever been in a snowstorm? I have....

THANKYOU FOR COMING!

