

Year 1 Writing

Adapting writing for purpose, audience, form, effect			
Related reading provision		Composition	
<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and join in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart discuss word meanings, linking new meanings to those already known make inferences based on what is being said and done predict what might happen on the basis of what has been read so far 		Write sentences (in different contexts and for different purposes)	
		School range of tasks linked to reading and curriculum:	
		Sequence sentences to form short narratives	
		School range of tasks linked to reading and curriculum:	
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Participate in role play, drama, oral retelling using story language	Use story maps and/or picture cues to support retelling	Say out loud what they are going to write about	Discuss what they have written with their teacher or other pupils
Participate in discussion about what is read to them, taking turns and listening to what others say	Retell stories to anchor in memory before writing	Compose a sentence orally before writing it	Read aloud their writing clearly enough to be heard by their peers and their teacher
Begin to imitate language matched to context	Contribute to shared writing, adding to and using word banks and other scaffolds	Use word walls and other scaffolds created during talk and shared reading	Respond to others' writing as a reader

	Transcription skills			Composition choices		
	handwriting	orthography	spelling	Word choice	Sentence structure	Text structure
Secure from EYFS ?	Writing can be read by themselves and others	End stop punctuation and capitalisation Commas in lists Apostrophe for contraction	Use phonic knowledge to write words in ways that match spoken sounds, including HFW		Attempts to write short sentences	Contexts for writing are meaningful
	Lower case letters formed correctly	Leave spaces between words	Use known GPCs to inform spelling choices	Discuss the meaning of new words	Join words and clauses with 'and'	
	Form capitals	Sentence demarcation: full-stops and capitals secure.	Most frequent common exception words: e.g. the, to, I, no, go, <i>he, she, me, we, be, was, my, you, her, they, all, are, said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked</i>	Guessing words from clues	Join sentences with and, but, so, because	
	Form digits 0-9	Other end-stop punctuation and commas in lists emerging	Days of the week	Classifying words that are similar		
	Use letter formation families to inform practice	Use capital letters for names of people, places, days of week, personal pronoun, 'I'	Introduce prefix un- Suffixes for plural nouns –s, -es Suffixes –ed, -ing, -er, -est	Compose simple noun phrases - adjectives		

CLPE writing scale reference:

Children through year 1 are likely to be working across the stages of Early writer and Developing writer – although those still working within the EYFS will have aspects of Beginning writers. Do not feel restricted to move backwards or forwards if writers are working towards or beyond these territories of skills and behaviours. The scales were designed to support **FORMATIVE** assessment, supporting teachers with next steps and with design of provision, not to make summative judgements.