



*Bournville Village Primary
School*

Writing in KS1





Year 1

The National Curriculum for writing is split into 4 areas – **spelling, handwriting, composition, and grammar & punctuation.**

Year 1 is run in a similar style to that in reception.

- *Children have some discrete teaching in the mornings and afternoons*
- *They are given opportunities to practise and show their skills through continuous provision (CP) throughout the day.*
- *Continuous provision allows the children's learning to be child-led. This is important in the early stages of writing, because we don't want the children to fall out of love with writing before they've even started.*
- *There are multiple writing opportunities in all areas of CP, as well as a designated writing area.*



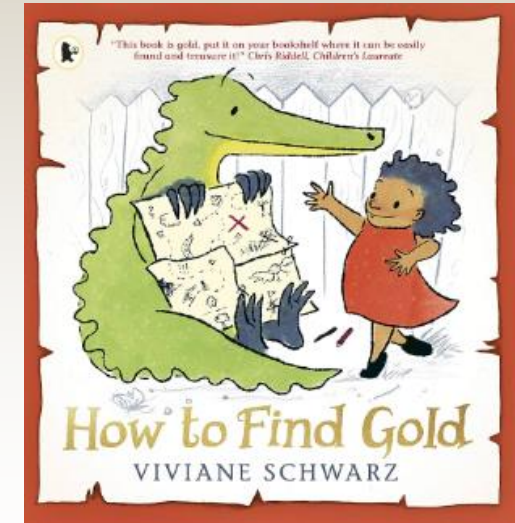
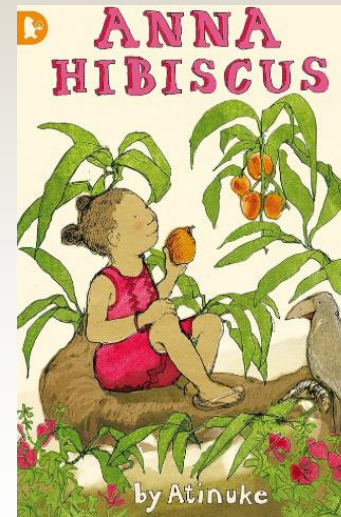
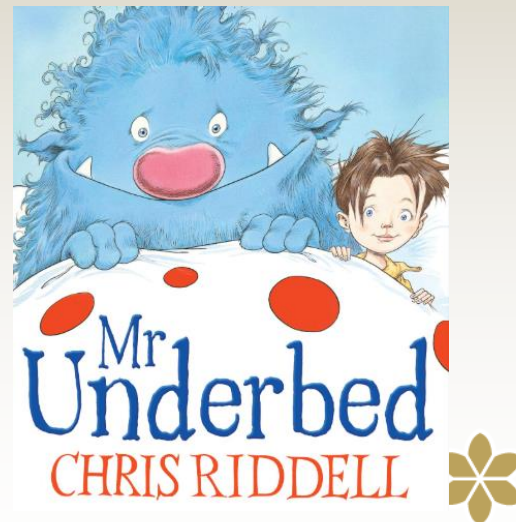
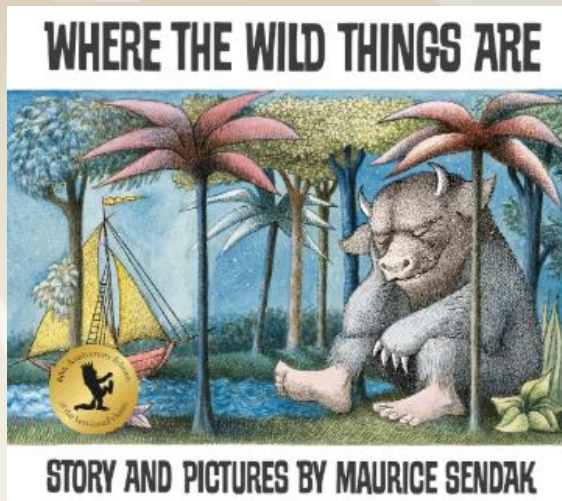


Year 1

Structure of English lessons

Every year group has a **focus book** for each half term.

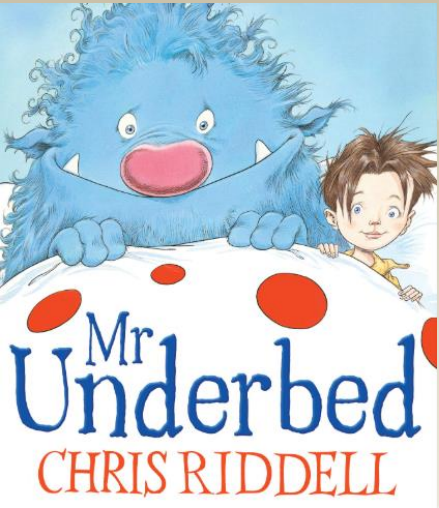
The books we choose are recommended by the CLPE (Centre for Literacy in Primary Education) which ensures we are sharing high-quality texts with the children.





Year 1

Each half term, year 1 complete a unit of work based on and inspired by the focus book. This work includes **reading and writing** activities.



This half term, year 1 are reading **“Mr Underbed”** by **Chris Riddell**.

Throughout the unit of work, as they explore the book with their teacher, children will be given to opportunities to write. This might include:

- **Character descriptions**
- **Letters from one character to another**
- **Speech or thought bubbles for characters in the book**
- **Writing in role as a character**





Year 1

Pupils should be taught to:

- 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

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

One of the big writing goals for the end of year 1 is that children are **confident writing sentences**. This means the children need an in depth understanding of what a sentence is. **“You put a group of words in order to make a sentence. A sentence makes sense and tells you a piece of information. It must include a subject and a verb”**

Throughout the year, year 1 teachers introduce (and regularly revisit) the components of a sentence: **subject, verb, capital letters, fingers spaces, and full stops.**





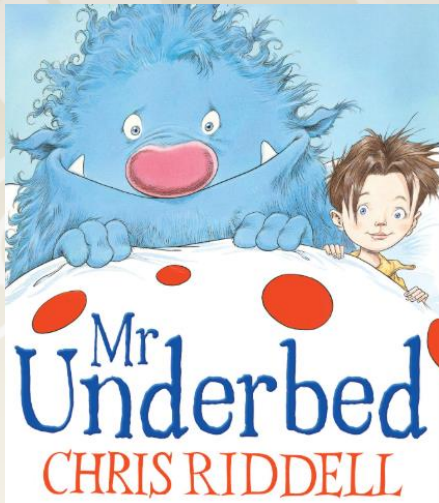
Year 1

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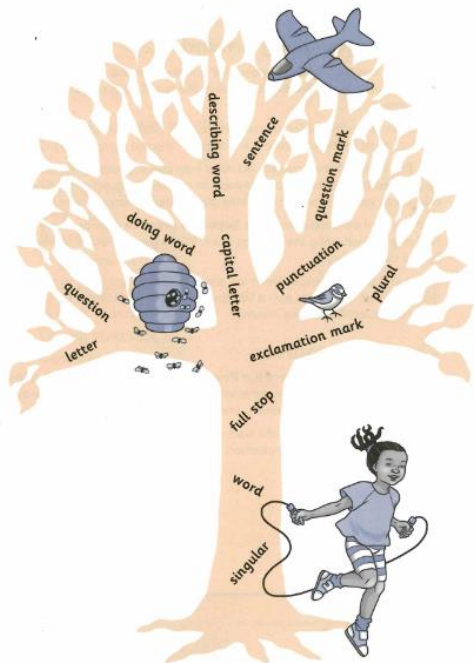
- *Character descriptions*
- *Letters from one character to another*
- *Speech or thought bubbles for characters in the book*
- *Writing in role as a character*



Year 1

Schofield&Sims

Grammar 1



Name _____

Detail of content to be introduced	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)
Sentence	How words can combine to make sentences
	Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces

Detail of content to be introduced	
Punctuation <i>Continued</i>	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Capital letters for names and for the personal pronoun I





Year 1

As well as being given opportunities to write for a range of different purposes, and writing in sentences, year 1 teachers spend time teaching children:

- **Correct letter formation**
- **Using their phonics knowledge to spell**





Year 1 – examples of writing

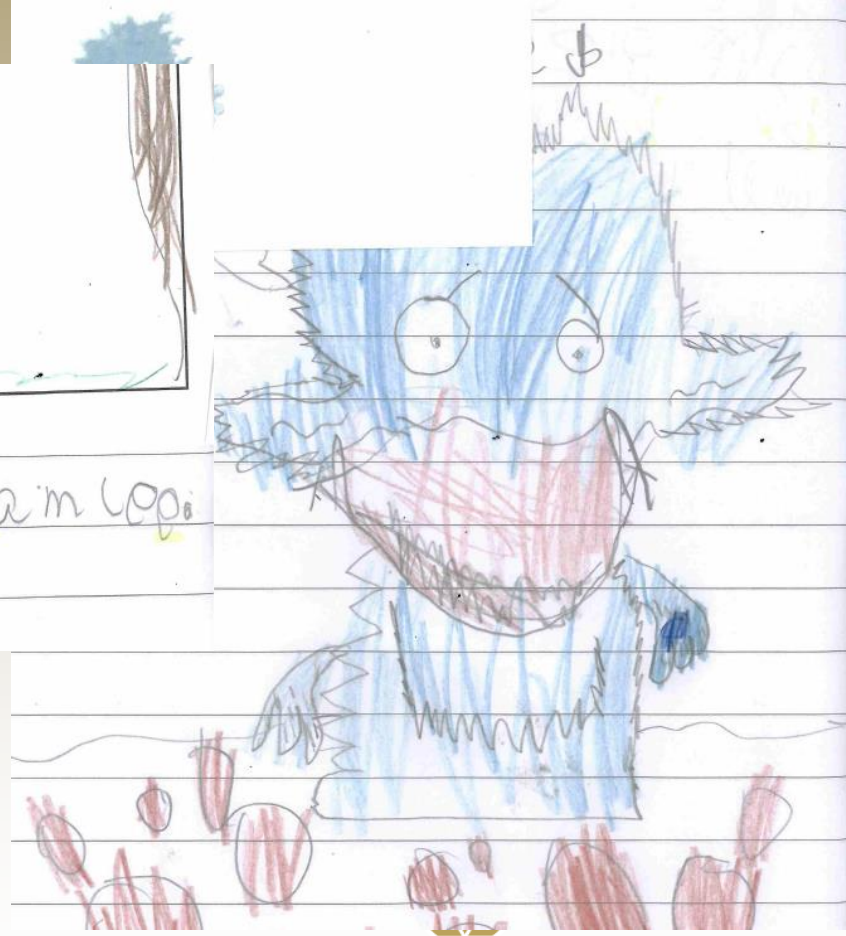
w/c Monday 18th November

Goal: to form one armed robot letters correctly.



We can be on our own in a m loo.

We can! ☺

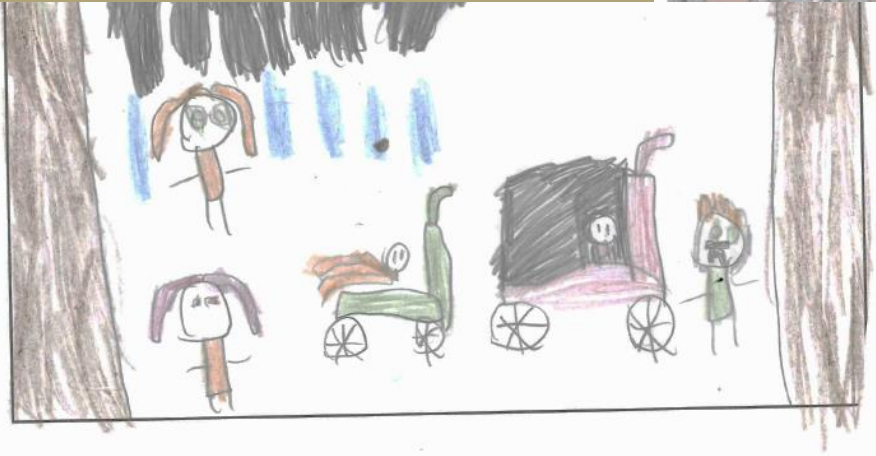


Mr wim ipb b ed
i h I s a n d f l u f e e y ! ?



w/c Monday 11th November 2024

GOAL: to form capital letters correctly.

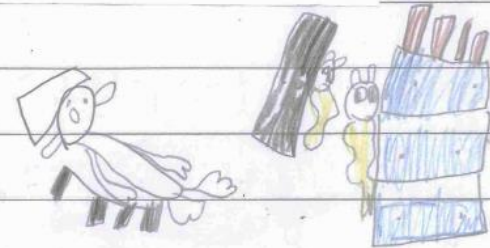


I like that we are
all a family. and they
are playing. g-
Me too! ☺

y y y y

w/c Monday 18th November

Goal: to make a prediction.



I predict that ^{er} Remons ^{er} is
from difrant
Plaisis.

p p p p




The monkey is
 hiding behind
 the green bush.
 The flamingo is
 flying over the sun.
 The bird is on the
 yellow and red
 plant the sun
 is next to the bird.

Full Stop.

They arrived at
 the South Pole
 the boy helped the
 penguin and
 gave the
 penguin an
 umbrella and
 the boy made
 a mistake
 the boy said
 back:

d d d d

~~A cheetah~~ A cheetah emerged from
 behind the bush
 A cheetah emerged from
 behind looking for food.
 The cheetah was checking
 that no one was following.
 The cheetah sprang to get
 some water.



d d d d d





Year 1

In the summer term, year 1 teachers introduce the children to the writing process which will then be used in every year group from year 2 to year 6.

- All writing is still linked to and inspired by the class focus texts.*
- The process is based around children having time to explore and analyse a good example of writing.*





Summer term year 1 and year 2

The writing cycle:

Stage 1	<ul style="list-style-type: none">• Introduce audience, purpose, and form (linked to CLPE text)• Read WAGOLL• Paragraph analysis
Stage 2	<ul style="list-style-type: none">• Sentence level analysis
Stage 3	<ul style="list-style-type: none">• Word analysis
Stage 4	<ul style="list-style-type: none">• Cloze procedure and reconstruct (linked to WAGOLL)• Sentence level work – writing sentences linked to the writing outcome
Stage 5	<ul style="list-style-type: none">• Plan it
Stage 6	<ul style="list-style-type: none">• Write it
Stage 7	<ul style="list-style-type: none">• Review it• Proofread
Stage 8	<ul style="list-style-type: none">• Final draft

Summer term year 1 and year 2



Instruction Writing

Definition: an instruction text is a non-fiction text that gives instructions on how to do something

Audience: instructions are for all audiences. Our instructions will be aimed at other 6 and 7 year old.

Purpose: to inform and instruct the reader.



Throughout this unit, we are learning to:

- *Write with purpose*
- *Use descriptive language*
- *Organise writing appropriately*
- *Use sentences appropriately*
- *Present neatly*
- *Present writing*
- *Use tenses appropriately*



Summer term year 1 and year 2



WAGOLL – What A Good One Looks Like

- 1) Each WAGOLL is written carefully by the teacher.
- 2) The WAGOLL is linked to the writing outcome we're expecting from the children.
- 3) I will include any SPAG (spelling, punctuation and grammar) that will be taught.



Summer term year 1 and year 2



Give each instruction a title to summarise

This title tells the reader...

This title is effective because...

Rice Krispie cakes

First, carefully boil a saucepan of water.

Next, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, slowly add the Rice Krispies and mix both together.

Then, carefully spoon the mixture into each cake case.

Finally, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

Paragraph analysis

Give each instruction a title to summarise

This title tells the reader...

This title is effective because...



Summer term year 1 and year 2



This sentence tells the reader...

This sentence is effective because...

The author has used this sentence to...

I like/do not like this sentence because...

Rice Krispie cakes

First, carefully boil a saucepan of water.

Next, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, slowly add the Rice Krispies and mix both together.

Then, carefully spoon the mixture into each cake case.

Finally, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

Sentence analysis

This sentence tells the reader...

This sentence is effective because...

The author has used this sentence to...

I like/do not like this sentence because...



Summer term year 1 and year 2



This word tells the reader...

This word is effective because...

This word could be replaced with...

I like this word because...

Rice Krispie cakes

First, carefully boil a saucepan of water.

Next, when the water is very hot, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, **slowly** add the Rice Krispies and mix both together.

Then, **carefully** spoon the mixture into each cake case.

Finally, leave the cakes to cool and place them in the fridge to go hard.

Eat and enjoy!

Word analysis

This word tells the reader...

This word is effective because...

This word could be replaced with...

I like this word because...



Summer term year 1 and year 2



I have chosen this word because...

This word is better because...

This word tells the reader...

Rice Krispie cakes

First, _____ boil a saucepan of water.

Next, when the water is _____, place a bowl of chocolate over the saucepan and wait for it to melt.

Once the chocolate has turned to a liquid, _____ add the Rice Krispies and mix both together.

Then, carefully _____ the mixture into each cake case.

_____, leave the cakes to cool and place them in the fridge to _____.

_____!

Selecting vocabulary

I have chosen this word because...

This word is better because...

This word tells the reader...



Language line



Write it



Children use their plan and their 'collect it' sheet to complete a first draft.





How to make Pumpkin Soup

1. First add some garlic and oil in a hot pan.
2. Next add onion and mix it very very well.
3. Then ~~put~~ pumpkin ^{cubes} and slice ~~them~~ ^{it} up and ~~put~~ it in a hot pan.
4. Add hot water and mix them all together.

Review it



- 1) Children spend time proofreading their writing.

Proofreading checklist		
Capital letters		
Full stops		
Finger spaces		
Letter formation	Aa Bb Cc	
Spellings		





Review it

- 1) Children then spend time 'reviewing' their writing. They will make changes to parts of their writing.
- 2) Children will be encouraged to explain why they've made the change.

Firstly add oil and garlic to ~~dash~~ a saucepan and ~~mix~~ ^{really} well.

Second, add diced onions and stir ~~well~~

~~carefully~~ ^{carefully} add diced

~~Third, add pumpkin cubes and mix well.~~

1. First, add oil and diced onions into big saucepan

3. Then put pumpkin cubes and put it in the pan and mix.

4. ~~add 3 cubes of~~ ~~veg~~

5. Then ^{put} ~~put~~ the lid on the ~~cooker~~

6. ^{finally} add ~~finally~~ add salt and blend.

7. eat and enjoy

~~carefully~~ ^{carefully} scoop ~~little~~ cubes


of pumpkin



Final draft

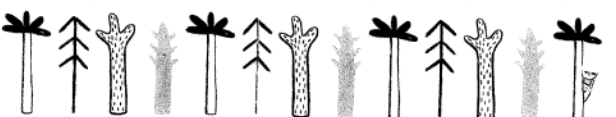
Children write up their piece in 'best'. This will often be displayed in classrooms or on writing board outside classrooms.

Not all pieces of writing are written up as a final draft.

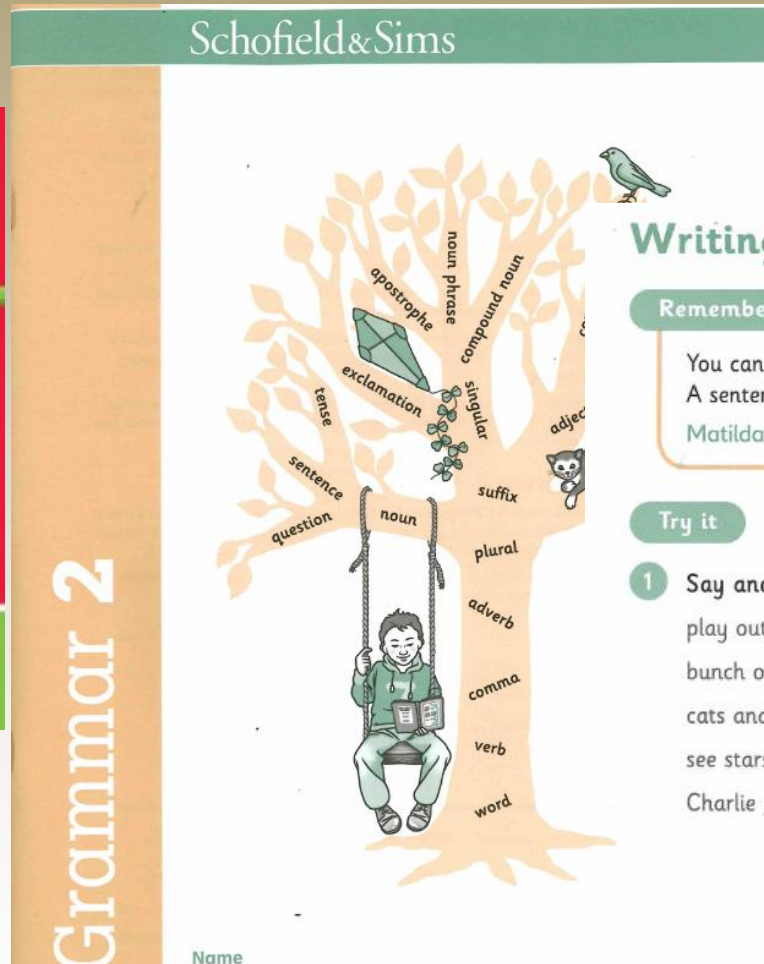
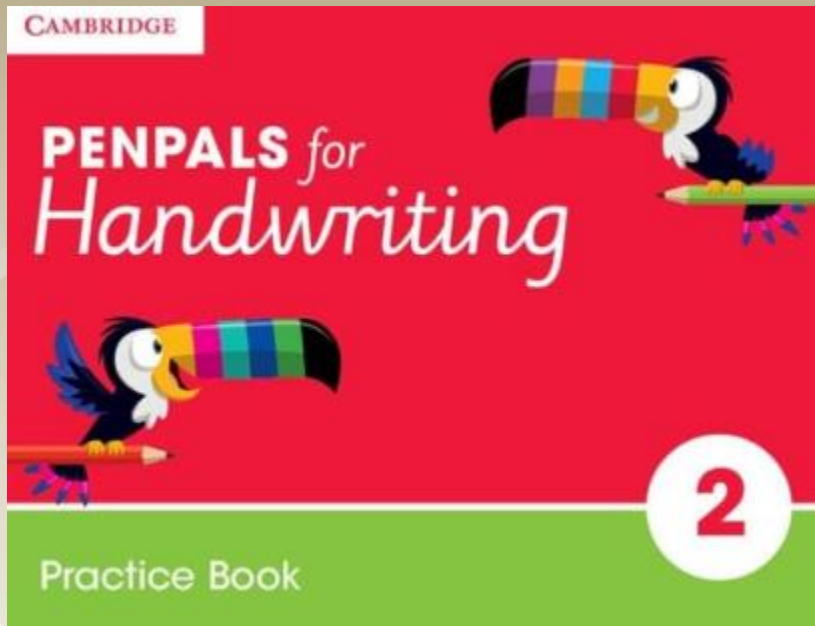


My name is Rapunzel. I am
Not very tall. I have long gold
pretty hair. I am cute fancy and
cool. I love my lovely dress.

I live in a tall dark tower.
I live here because I was
captured by a mean and nasty
witch.



Children in year 2 continue to have regular handwriting sessions and begin to explore spelling rules in more detail. We also continue with discrete Grammar & punctuation teaching.



Writing in sentences

Remember

You can put words together to make a sentence.
A sentence must be complete and make sense.
Matilda made a loaf of bread.



Try it

- 1 Say and then write a complete sentence using these words.
play outside _____
bunch of flowers _____
cats and dogs _____
see stars _____
Charlie _____



Detail of content to be introduced	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]
	Formation of adjectives using suffixes such as <i>-ful, -less</i>
	Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)

Detail of content to be introduced	
Sentence <i>Continued</i>	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]

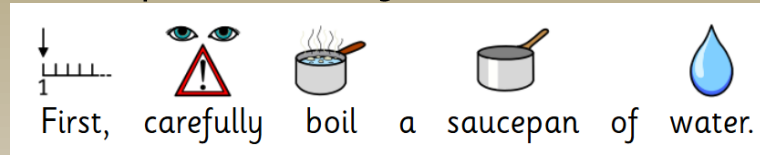
Detail of content to be introduced	
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Commas to separate items in a list
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]



Support for writing in school

Children who need support accessing WAGOLL:

- Some children may benefit from a shorter version of the WAGOLL.
- The teacher might highlight key words or phrases they will need to know.
- Use of **Widgits** to support reading.



- Additional letter formation practice
- Personalised spelling lists
- Individual writing targets
- Fine motor skills activities
- Pictures to support sequencing
- **Widgits** to support vocabulary and/or spelling



Supporting writing at home



- *Read regularly*
- *Write about what you've read*
- *Fine motor skills activities - play dough, using tweezers, using clothes pegs etc.*
- *Write a menu*
- *Write postcards*
- *Write a letter*
- *Posters for the house – living room rules, kitchen rules etc.*
- *Find other ways to write - whiteboard, tablet, paint, chalkboard*
- *Alternative writing implements - pens, crayons, glitter pens, writing in icing, colourful paper*
- *Holiday journals*
- *Daily journal*

