**Contexts for Writing:**

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| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives  | Narratives | Narratives | Narratives | Narratives | Narratives |

**Writing Small Steps:**

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| **Composition: Planning** | * Say out loud what they are going to write about.
* Model oral rehearsal as teacher.
* Encourage children to join in.
* Count words
* Model whole class writing using the oral rehearsal.
* Check by re-reading.
* Children independent write using oral rehearsal.
* Check by re- reading.
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| **Composition Drafting & Writing (including Grammar Text Level)** | Write sentences by: composing a sentence orally before writing it.* As above
* Up level the sentence orally by adding conjunctions/adjectives. (Term 3 onwards)

Sequence sentences to form short narratives.* Understand that sentences convey meaning and can be read by others.
* Have a clear idea of what is to be written through discussion of ideas and oral rehearsal.
* Understand that sentences must be written in the correct order to be understood as a story.
* Write three or more sentences that are cohesively linked (not a list).
* Sustain a single idea or a context.
* Not repeat information.
* Sustain narrative within longer pieces of writing.
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| **Grammar Sentence Level** | * How **words** can combine to make **sentences.**
* To know that a sentence is a group of words that make sense together
* To be able to identify why a sentence doesn’t make sense. e.g. the dog, the dog is, the dog is happy
* To know that a sentence contains a clause
* Join **words** and join **clauses** using *and.*
* To use ‘and’ to join words e.g. fish and chips
* To ensure words are linked
* To use ‘and’ to join clauses together
* To ensure both clauses make sense alone (I went to the shops and I bought a packet of crisps - these are cohesive facts. I went to the shops and I went to the national trust - this is not cohesive.)
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| **Punctuation** | * Understand the use of apostrophe for contraction in reading (I’m, we’ll, I’ll).
* Understand the need for separation of **words** with spaces.
* To identify oral words within a sentence
* To know the difference between letters and whole words
* To hold and orally recall a sentence before writing
* To consistently leave a finger space between each word
* Introduce **capital letters,** **full stops, question marks and exclamation marks** to demarcate sentences**.**
* To use capital letters at the start of all sentences within a short narrative
* To punctuate the end of all sentences with a full stop, question mark or exclamation mark.
* To write a question
* To understand that a question requires an answer
* To know when you do and do not need a question mark
* To include a question within a narrative and ensure that all sentences are demarcated accurately. *E.g. I talked to the big, bad wolf and asked him a question. Why are you bad?*
* To know how to use an exclamation mark
* To know an exclamation mark is used when a sentence or word is said with feeling
* To use exclamation marks to express happiness – That is wonderful!
* To use exclamation marks to express sadness – I am so sad!
* Capital letters for names and for the **personal pronoun** ‘I’
* To know the difference between proper nouns and other words. Children do not need to know the term proper noun.
* To use a capital letter for ‘I’
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| **Composition: Evaluating and Editing**  | * Re-read what they have written to check that it makes sense.
* Model re-reading own writing as teacher.
* Give time for re-reading when children are writing independently.
* Discuss what they have written with the teacher or other pupils.
* Use examples of children’s work or another exemplification whole class.
* Model discussion of writing. What do we like? What went well? Target for next time?
* Use visualizer to encourage the discussion of work.
* Read aloud their writing clearly enough to be heard by their peers and the teacher.
* To each other and in front of whole class.
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| **Grammar (Word Level)** | * Name the letters of the alphabet in order.
* Introduce regular **plural noun suffixes** –*s* or –*es* [e.g. *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun
* Understand plural and singular
* Understand s added to the end of most words turns a word from singular to plural
* Understand es added to words ending in ch, sh, tch e.g. wishes, churches, witches.
* Introduce **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)
* Read words in books with suffixes and point out the reason for them.
* Know what a root word is.
* Introduce ‘ing’ first as spelling extension to root words taught through phonics.
* Introduce ‘ed’ and use examples first where the ed sounds like ‘ed’ on the end of word. E.g. sounded, floated.
* Introduce ‘ed’ and use examples where the ed sounds like ‘d’ on the end of word. E.g. showed, flowed.
* ‘ed’ sounding like ‘t’. e.g. looked, jumped, helped
* ‘er’ and ‘est’ to be taught as comparisons - bright, brighter, brightest, before using in writing.
* Introduce how the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, e.g. *unkind*, or *undoing*: *untie the boat*]
* Know what a root word is.
* Know the meaning of verbs and adjectives
* un as the opposite of the root word.
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| **Transcription: Spelling and Handwriting** | * Spell words containing each of the 40+ phonemes already taught.
* Orally segment words (using ‘Fred talk’ for RWInc)
* Repeat back the segmented word to embed all sounds
* Spell accurately all taught phonemes
* Spell common exception words.
* Spell the days of the week.
* Add prefixes and suffixes:
* Use the spelling rule for adding *–*s or *–*es as the plural marker for nouns and the third person singular marker for verbs.
* Use the prefix un*–.*
* Use *–*ing, *–*ed, *–*er and *–*est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].
* Use letter names to distinguish between alternative spellings of the same sound.
* Apply simple spelling rules and guidance, as listed in NC English Appendix 1 below.
* Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
* Sit correctly at a table, holding a pencil comfortably and correctly.
* Sit with body lifted and feet flat.
* Page to be held and paper to be positioned to enable the child to see their writing
* To use a tripod grip
* To ensure the pencil tip is visible
* Begin to form **lower-case letters** in the correct direction, starting and finishing in the right place.
* Practise in handwriting letter families
* Ensure correct formation before introducing entry and exit strokes.
* Form **capital letters.**
* In own names
* I
* Say alphabet in order
* Write all capitals
* Use sound boards on tables to check capital letters
* Form **digits** 0-9.
* Practise on whiteboards
* Model correct formation (8 and 9 are the trickiest)
* Correct in maths books.
* Concentrate onreversals.
* Check on number lines.
* Understand which letters being to which handwriting **‘families’** (i.e. letters that are formed in similar ways) and to practise these.
* Follow handwriting scheme for families.
* Model first.
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| **Terminology for pupils** | letter, capital letterword, singular, pluralsentencepunctuation, full stop, question mark, exclamation mark |

| **NC Spelling – work for year 1** |
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| **Revision of reception work** |
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| **Statutory requirements** |
| The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:all letters of the alphabet and the sounds which they most commonly representconsonant digraphs which have been taught and the sounds which they representvowel digraphs which have been taught and the sounds which they representthe process of segmenting spoken words into sounds before choosing graphemes to represent the soundswords with adjacent consonantsguidance and rules which have been taught |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck |  | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k |  |  | bank, think, honk, sunk |
| Division of words into syllables |  | Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | pocket, rabbit, carrot, thunder, sunset |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words |  | English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. | have, live, give |
| Adding s and es to words (plural of nouns and the third person singular of verbs) |  | If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word |  | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does.The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**.If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word |  | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

**Vowel digraphs and trigraphs**

Some may already be known, depending on the programmes used in Reception, but some will be new.

| **Vowel digraphs and trigraphs** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraidoil, join, coin, point, soil |
| ay, oy |  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stayboy, toy, enjoy, annoy |
| a–e |  |  | made, came, same, take, safe |
| e–e |  |  | these, theme, complete |
| i–e |  |  | five, ride, like, time, side |
| o–e |  |  | home, those, woke, hope, hole |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**. | June, rule, rude, use, tube, tune |
| ar |  |  | car, start, park, arm, garden |
| ee |  |  | see, tree, green, meet, week |
| ea (/i:/) |  |  | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) |  |  | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) |  |  | (stressed sound): her, term, verb, person |
| er (/ə/) |  |  | (unstressed *schwa* sound): better, under, summer, winter, sister |
| ir |  |  | girl, bird, shirt, first, third |
| ur |  |  | turn, hurt, church, burst, Thursday |

| **Vowel digraphs and trigraphs** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| oo (/u:/) |  | Very few words end with the letters **oo**,although the few that do are often words that primary children in year 1 will encounter, for example, *zoo* | food, pool, moon, zoo, soon |
| oo (/ʊ/) |  |  | book, took, foot, wood, good |
| oa |  | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe |  |  | toe, goes |
| ou |  | The only common English word ending in **ou** is *you*. | out, about, mouth, around, sound |
| ow (/aʊ/) ow (/əʊ/)ueew |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**. | now, how, brown, down, townown, blow, snow, grow, showblue, clue, true, rescue, Tuesdaynew, few, grew, flew, drew, threw |
| ie (/aɪ/) |  |  | lie, tie, pie, cried, tried, dried |
| ie (/i:/) |  |  | chief, field, thief |
| igh |  |  | high, night, light, bright, right |
| or |  |  | for, short, born, horse, morning |
| ore |  |  | more, score, before, wore, shore |
| aw |  |  | saw, draw, yawn, crawl |
| au |  |  | author, August, dinosaur, astronaut |
| air |  |  | air, fair, pair, hair, chair |
| ear |  |  | dear, hear, beard, near, year |
| ear (/ɛə/) |  |  | bear, pear, wear |
| are (/ɛə/) |  |  | bare, dare, care, share, scared |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
| --- | --- | --- | --- |
| Words ending –y (/i:/ or /ɪ/) |  |  | very, happy, funny, party, family |
| New consonant spellings ph and wh |  | The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*). | dolphin, alphabet, phonics, elephantwhen, where, which, wheel, while |
| Using k for the /k/ sound |  | The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**. | Kent, sketch, kit, skin, frisky |
| Adding the prefix –un |  | The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word. | unhappy, undo, unload, unfair, unlock |
| Compound words |  | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard, bedroom, blackberry |
| Common exception words |  | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used |