



Year One Writing Composition

Knowledge, skills and understanding	Routines and resources
<p><u>Write sentences by:</u></p> <ul style="list-style-type: none">• 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. <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none">• discuss what they have written• read aloud their writing clearly enough to be heard.	<ul style="list-style-type: none">• Use Talk for Writing approach when imitating known stories; innovate based on a known model or invent from pupil's own ideas.• As a regular routine during shared writing, orally model whole sentence before writing it down.• Continue to focus on spoken language, to develop effective speech through sentences; include oral retelling of a simple story or fairy tale.• At the beginning of year 1, not all pupils have the spelling and handwriting skills needed to write down everything they compose orally. Practitioners need to capture these pupils' spoken contributions.• Pupils should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting and re-reading to check for meaning. Practitioners should demonstrate skills and processes during shared and guided writing.
<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none">• leave spaces between words• join words and clauses with and• begin to punctuate sentences using a capital letter and a full stop• begin to punctuate sentences using a question mark or exclamation mark• use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'• learn the grammar for Year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.	<ul style="list-style-type: none">• Join sentences with and; use other simple linking words; explain what 'connect' means.• Introduce the term punctuation; recognise sentence boundaries in spoken sentences.• Sequence a few sentences to write a simple story or recount of real events.• Use Scaffolding Emergent Writing as a regular routine for some pupils, for as long as is required (www.mcrel.org).• During shared writing, model and emphasise the capital letter and full stop, to demarcate each sentence.• Talk about describing words such as <i>pretty, new, blue, fierce</i>, in readiness for introduction of adjectives.• Find opportunities to make books; write letters; create posters; make up stories.• Find opportunities to practise Standard English forms, e.g. role-model formal language when pretending to be a king or a duchess.• Share pupils' special keepsakes in a box, to stimulate writing.• Write to an imaginary character (can use a soft toy) which responds to the class (writing with a purpose to an audience).• Write from real experience, describing real objects, people, places etc.

