



Year 1  
English at  
Quarry Hill

What  
topics are  
covered  
in year 1?

Narratives (Stories)

Narrative (Traditional Tales)

Poetry

Non Fiction Writing (Instructions)

Non Fiction Writing (Information Text)

Non Fiction Writing (Letter writing)

Non Fiction Writing (Recount)

# Writing in Year 1

Writing is usually taught over a 2-week block. In a typical unit we introduce the unit through a hook/stimulus to ensure the children are engaged in what we are writing.

The first week, we immerse the children in the genre by carrying out the following activities:

- Role on the wall

- Drama

- Hot seating

- Music/videos etc.

- Looking at the features of what we are writing

- Character descriptions

- Planning / boxing up ideas

- Sequencing pictures of the story

In the second week we write at length using the 'shared write' method over 5 different days.

What do our  
writing  
lessons look  
like?

**Starter**

(Best methods task)

**Model / Shared write**

(Using children's ideas to shape the write)

**Children writing**

(Children to write, using the modelled write to help guide and assist)

**Plenary**

(Short task linked to the writing)

	Grammar and Punctuation	Composition	Transcription
Autumn	<ul style="list-style-type: none"> <li>• My writing starts at the top of the page and goes left to right.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write letters, simple words and phrases</li> <li>• I can say a sentence and try to write it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests.</li> <li>• I can trace, overwrite or copy shapes and straight line patterns.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• I can write simple words and phrases.</li> <li>• I can explain where a full stop is used</li> <li>• I sometimes put a full stop at the end of each line I have written.</li> <li>• I sometimes have to tell my teacher what I have written.</li> <li>• My writing starts at the top of the page and goes left to right.</li> <li>• I am starting to write different things, for example lists, captions, simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write letters, simple words and phrases</li> <li>• I can say a sentence and try to write it.</li> <li>• I can write my own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name all the letters of the alphabet in order.</li> <li>• I can sit correctly at a table and hold a pencil comfortably and correctly.</li> <li>• I can split words into Fred sounds to help me to spell them.</li> <li>• My letters have a clear shape and are written the correct way around.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• I sometimes use capital letters.</li> <li>• I sometimes end a sentence with a full stop.</li> <li>• Some of my ideas may be linked by 'and'.</li> <li>• I can start some sentences with a capital letter and/or end them with a full stop.</li> <li>• I can use a question mark and an exclamation mark.</li> <li>• My teacher can usually read my writing.</li> <li>• My stories are starting to have a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• I am starting to use story language, for example, Once upon a time; And they lived happily ever after.</li> <li>• I can use the pronoun 'I' in my writing</li> <li>• I can sequence sentences in chronological order to recount an event.</li> <li>• I sometimes include interesting words linked to what I am writing.</li> <li>• I can re-read what I have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to use HF words and tricky words and sounds to spell words for example 'ai' and 'a- e'.</li> <li>• Interesting vocab is chosen with HF words and tricky words mostly accurate.</li> <li>• Most of my letters are correctly formed including capital letters and digits 0 -9.</li> <li>• My finger spaces may be different sizes.</li> </ul>

# Key terms

- Verb- action word – jumping, walking, saying,
- Noun- name of something – dog, tree, school, Mrs Venemore
- Adjective- describes the noun – green, spotty, small, calm, quiet
- Adverb – describes the verb – quickly, viciously, madly, quietly
- Conjunction- joins two sentences together – and, but, so , because
- Expanded noun phrase- two adjectives with a comma – small, green  
big, spotty
- Sentence opener- first phrase in a sentence- quickly walking to the  
car, carrying a large bag,

## How can you help at home

Complete homework weekly.

Listen to your child read at least three times each week at home and ask basic questions about the text and the vocabulary that is used

Practise writing and handwriting, even just a few sentences about the book they are reading or what they have done during the day.

Writing stories based on their own experiences.

Any Questions?

Let's go and see it in action!