

# Writing - Y1

**Intent:** We believe that **every child** at Old Fletton should be given the knowledge, skills and opportunities to become confident, secure and enthusiastic writers in a range of genres. Literacy units of learning allow for the children to read and understand related text types to enable them to be more informed writers, where progress in the learning and application of skills is clearly planned for across each unit and across year groups. All writing units have a clear and relevant purpose for the writing outcome. Grammar sessions are taught discreetly as the first part of a Literacy session under the acronym SUPER. (*Show, Understand, Practise, Embrace a challenge and Remember*) Where skills and knowledge are closely matched to the unit being delivered the links will be made explicit during the session. Spelling teaching is delivered through the Read Write Inc programme in ability groups and is tested regularly.

**All children** deserve a writing curriculum where clear skills are identified and planned for throughout **their** school journey, delivered in whole class sessions and is enhanced in other curriculum areas.



<p><b>Handwriting</b></p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.          To sit correctly at a table, holding a pencil comfortably and correctly.          To form digits 0-9.          To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<p><b>Composition - Planning, Writing and Editing</b></p>	<p>To say out loud what they are going to write about.          To compose a sentence orally before writing it.          To sequence sentences to form short narratives.          To discuss what they have written with the teacher or other pupils.          To reread their writing to check that it makes sense and to independently begin to make changes.          To read their writing aloud clearly enough to be heard by their peers and the teacher.          To use adjectives to describe.</p>
<p><b>Awareness of Audience, Purpose and Structure</b></p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.          To start to engage readers by using adjectives to describe.</p>
<p><b>Sentence Construction and Tense</b></p>	<p>To use simple sentence structures.</p>
<p><b>Use of Phrases and Clauses</b></p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.          To begin to form simple compound sentences.</p>
<p><b>Punctuation</b></p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.          To use finger spaces.          To use full stops to end sentences.          To begin to use question marks and exclamation marks.</p>
<p><b>Terminology</b></p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>