



# Year One Writing Composition

Knowledge, skills and understanding	Routines and resources
<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"><li>• saying out loud what they are going to write about</li><li>• composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense.</li></ul> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"><li>• discuss what they have written</li><li>• read aloud their writing clearly enough to be heard.</li></ul>	<ul style="list-style-type: none"><li>• Use Talk for Writing approach when imitating known stories; innovate based on a known model or invent from pupil's own ideas.</li><li>• As a regular routine during shared writing, orally model whole sentence before writing it down.</li><li>• Continue to focus on spoken language, to develop effective speech through <b>sentences</b>; include oral retelling of a simple story or fairy tale.</li><li>• 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.</li><li>• 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.</li></ul>
<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"><li>• leave spaces between words</li><li>• join words and clauses with and</li><li>• begin to punctuate sentences using a capital letter and a full stop</li><li>• begin to punctuate sentences using a question mark or exclamation mark</li><li>• use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li><li>• learn the grammar for Year 1 in English Appendix 2</li><li>• use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.</li></ul>	<ul style="list-style-type: none"><li>• Join sentences with <b>and</b>; use other simple linking words; explain what 'connect' means.</li><li>• Introduce the term <b>punctuation</b>; recognise sentence boundaries in spoken sentences.</li><li>• Sequence a few sentences to write a simple story or recount of real events.</li><li>• Use Scaffolding Emergent Writing as a regular routine for some pupils, for as long as is required (<a href="http://www.mcrel.org">www.mcrel.org</a>).</li><li>• During shared writing, model and emphasise the capital letter and full stop, to demarcate each sentence.</li><li>• Talk about <b>describing words</b> such as <i>pretty, new, blue, fierce</i>, in readiness for introduction of adjectives.</li><li>• Find opportunities to make books; write letters; create posters; make up stories.</li><li>• Find opportunities to practise Standard English forms, e.g. role-model formal language when pretending to be a king or a duchess.</li><li>• Share pupils' special keepsakes in a box, to stimulate writing.</li><li>• Write to an imaginary character (can use a soft toy) which responds to the class (writing with a purpose to an audience).</li><li>• Write from real experience, describing real objects, people, places etc.</li></ul>

