

## Year 1 Writing Framework

**The following writing framework should be taught with the following themes running through all units of work:**

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
  - make simple additions, revisions and corrections to their own writing by:
    - evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



**C = Coverage**   **N = New Learning**   **R = Recall of prior learning**   **S = Spellings (SR = Spelling Recall)**

Terms	Autumn		Spring		Summer	
topics						
Coverage. Teachers must teach the conventions of the genre alongside GAPS and CAPS objectives.	Simple recount	Simple recount	Captions	Adventure stories	nursery rhymes	fables/traditional tales
	Rhymes	Information texts	Comic strips	Instructions	poetry	booklets and non-chronological writing
	Traditional tales	Labels, lists and captions	Story writing	explanation	recount	instructions
Weeks	<p><b>Non- negotiables</b>            At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>					
1	<p>C - Simple recount            N – Understand how to combine words in an order to make a sentence.            (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)            N- Sentences begin with a capital letter and end with a full stop.            N- words in sentences are separated with spaces.            S- common exception words (assessing)</p>	<p>C – Simple Recount            N – Introduce exclamation marks to demarcate sentences (for those children who have secured full stops.)            R- personal pronoun ‘I’            R- Sentences begin with a capital letter and end with a full stop.            R - pupils should say out loud what they are going to write about and compose orally before writing it            S- common exception words</p>	<p>C – Captions            N- Joining words and joining clauses using ‘and’.            R – using mixture of exclamation marks or full stops to demarcate a sentence.            R - pupils should say out loud what they are going to write about and compose orally before writing it            R – pupils can use re-reading what they have written to check that it makes sense.</p>	<p>C – Adventure stories            N- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’            R – using mixture of exclamation marks or full stops to demarcate a sentence.            R - pupils should say out loud what they are going to write about and compose orally before writing it            S – k/ck</p>	<p>C- Nursery rhymes            N – Plural noun suffixes – ‘s’ or ‘es’            R - pupils should say out loud what they are going to write about and compose orally before writing it.            R- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’            R – forming sentences with correct basic punctuation.            R- Joining words and joining clauses using ‘and’            R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.            S – ‘s’</p>	<p>C – Fables and traditional tales            R – Plural noun suffixes – ‘s’ or ‘es’            R - pupils should say out loud what they are going to write about and compose orally before writing it.            R- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’            R – forming sentences with correct basic punctuation.            R- Joining words and joining clauses using ‘and’            R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p>
2	<p>R – Understand how to combine words in an order to make a sentence.            R- Sentences begin with a capital letter and end with a full stop.            R- words in sentences are separated with spaces.            S- common exception words (assessing)</p>	<p>C – Simple Recount            N- re-reading what they have written to check that it makes sense            R – using mixture of exclamation marks or full stops to demarcate a sentence.            R - pupils should say out loud what they are going to write about and compose orally before writing it.</p>	<p>C- Comic Strips            N – Verb suffixes ‘ing’            R – verb suffixes ‘ed’            R – using mixture of exclamation marks or full stops to demarcate a sentence.            R - pupils should say out loud what they are going to write about and compose orally before writing it</p>	<p>C – Adventure stories            R- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’            R – using mixture of exclamation marks or full stops to demarcate a sentence.</p>	<p>C – Nursery Rhymes            R - pupils should say out loud what they are going to write about and compose orally before writing it.            R- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’</p>	<p>C – Booklets and non-chronological            R - pupils should say out loud what they are going to write about and compose orally before writing it.            R- Capital letters for proper nouns i.e. people, places and days of the week etc.            R – Use capital letter for pronoun ‘I’</p>

		S – words ending in ‘ed’	S- Days of the week	R - pupils should say out loud what they are going to write about and compose orally before writing it.  S - nk	R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence. S – ‘es’ SR – ‘s’	R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence. S – ‘er’
3	N – Sequence sentences to form a short narrative. <i>(composition – read aloud their writing clearly enough to be heard)</i> R – Understand how to combine words in an order to make a sentence. R- Sentences begin with a capital letter and end with a full stop. R- words in sentences are separated with spaces. S – naming the letters of the alphabet and putting them in order	C – Information Texts N – verb suffix to support a recount - ‘ed’ R – verb suffixes to support a recount i.e. ‘ed’ R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it. S – common exception words SR – words ending in ‘ed’	C – Comic Strips N – Using question marks to demarcate a sentence R – Verb suffixes ‘ing’ And ‘ed’ R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it  SR – Days of the week	N – Use prefix ‘un’ to change meaning of verbs and adjectives. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it  SR – k/ck/nk	C - Poetry R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence. S – recall of common exception words	C – booklets and non-chronological writing R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence. S – ‘est’
4	C – Rhymes and Traditional Tales R – Sequence sentences to form a short narrative. <i>(composition – read aloud their writing clearly enough to be heard)</i> R – Understand how to combine words in an order to make a sentence. R- Sentences begin with a capital letter and end with a full stop. R- words in sentences are separated with spaces.	C – Information Texts R – verb suffix ‘ed’ to support a recount R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it.  S – v/end words SR – common exception words SR – words ending in ‘ed’	C – Story Writing R – Pupils say out loud what they are going to write about and compose orally before writing it. R – using sentences to create a narrative R – use capital letters and full stops correctly R – use personal pronoun ‘I’ R – Use exclamation or question marks where appropriate R -	C – Instructions R - Use prefix ‘un’ to change meaning of verbs and adjectives. R- Capital letters for proper nouns i.e. people, places and days of the week etc.	C - Poetry R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’	C – Instructions R - pupils should say out loud what they are going to write about and compose orally before writing it. R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’  SR – ‘est’

	S- common exception words and link to sentences				R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.  S – recall of common exception words	
5	R – Sequence sentences to form a short narrative. <i>(composition – read aloud their writing clearly enough to be heard)</i> R – Understand how to combine words in an order to make a sentence. R- Sentences begin with a capital letter and end with a full stop. R- words in sentences are separated with spaces. S- common exception words and link to sentences	C – Information Texts R – verb suffix to support a recount i.e. ‘ed’ R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it.  S – common exception words SR – words ending in ‘ed’ SR – v/end words	C – Story Writing R – Pupils say out loud what they are going to write about and compose orally before writing it. R – using sentences to create a narrative R – use capital letters and full stops correctly R – use personal pronoun ‘I’ R – Use exclamation or question marks where appropriate	C – Instructions Using the features of the genre, pupils should use and apply and recall learned writing skills to ensure they are embedded and secure in long term memory  R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it	C - Recount R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.  S – recall of common exception words	C – Instructions  R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.  S – ‘tch’
6	N- Introduce personal pronoun ‘I’ into own writing. R – Sequence sentences to form a short narrative. <i>(composition – read aloud their writing clearly enough to be heard)</i> R – Understand how to combine words in an order to make a sentence. R- Sentences begin with a capital letter and end with a full stop. R- words in sentences are separated with spaces. S- common exception words and link to sentences	C – Labels, lists and captions R – verb suffix ‘ed’ to support a recount R – using mixture of exclamation marks or full stops to demarcate a sentence. R - pupils should say out loud what they are going to write about and compose orally before writing it  S – common exception words SR – words ending in ‘ed’ S – v/end words	C – Story Writing R – Pupils say out loud what they are going to write about and compose orally before writing it. R – using sentences to create a narrative R – use capital letters and full stops correctly R – use personal pronoun ‘I’ R – Use exclamation or question marks where appropriate	C – explanation Using the features of the genre, pupils should use and apply and recall learned writing skills to ensure they are embedded and secure in long term memory  R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – using mixture of exclamation marks or full stops to demarcate a sentence.	C - Recount R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.	C – Instructions  R - pupils should say out loud what they are going to write about and compose orally before writing it. R- Capital letters for proper nouns i.e. people, places and days of the week etc. R – Use capital letter for pronoun ‘I’ R – forming sentences with correct basic punctuation. R- Joining words and joining clauses using ‘and’ R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.

				R - pupils should say out loud what they are going to write about and compose orally before writing it	stops or question marks to demarcate a sentence. S – recall of common exception words	stops or question marks to demarcate a sentence. SR – ‘tch’ and ‘est’
Skills check – can children...? This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning	Can combine words to make sentences. Consistently write sentences that begin with a capital letter and end with a full stop. Words in the sentence have appropriate spacing. Can sequence the sentences to make short narrative. Can children spell the vast majority of the common exception words consistently correctly? Can children name the letters of the alphabet and put them in order?	Can consistently form correct sentences with correct basic punctuation. Understands that sentences can do different jobs. Can use an exclamation mark correctly to demarcate a sentence. Can use ‘ed’ as a suffix on certain verbs when it does not change the root word. Can use the personal pronoun ‘I’ correctly in their writing Can use re-reading what they have written to check that it makes sense.	Can consistently form correct sentences with correct basic punctuation. Understands that sentences can do different jobs. Can use an exclamation mark and a question mark correctly to demarcate a sentence. Can use ‘ed’ and ‘ing’ as suffixes on certain verbs when it does not change the root word. Can use the personal pronoun ‘I’ correctly in their writing	Understand that sentences can do different jobs. Can consistently form correct sentences with correct basic punctuation. Can use an exclamation mark and a question mark correctly to demarcate a sentence. Can use the personal pronoun ‘I’ correctly in their writing Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc.	Understand that sentences can do different jobs. Can consistently form correct sentences with correct basic punctuation. Can use an exclamation mark and a question mark correctly to demarcate a sentence. Can use the personal pronoun ‘I’ correctly in their writing Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc.	Understand that sentences can do different jobs. Can consistently form correct sentences with correct basic punctuation. Can use an exclamation mark and a question mark correctly to demarcate a sentence. Can use the personal pronoun ‘I’ correctly in their writing Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc.
Terminology check	Letter, capital letter, word, sentence, full stop, punctuation.	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question mark	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question mark	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question mark	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question mark
Spelling check:	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	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	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	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	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	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