

Y1 Spring Term Writing Curriculum

Spring 1 Term Y1	Sequence and write a short narrative based on Sugar Lump and the Unicorn by Julia Donaldson and Write a description of a winter setting linking ideas based on Winter's Child by Graham Baker Smith
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Add /ed/ to root words • Use the joining word <i>and</i> to link words in a sentence • Say, and hold in memory whilst writing, sentences that can be read by themselves and others. • Separate words with spaces • Use capital letters and full stops to demarcate simple sentences • Identify and use exclamation marks
Composition Drafting and writing	<ul style="list-style-type: none"> • Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. • Re-read every sentence to check it makes sense. • Orally compose and sequence their own sentences to write short narratives. • Orally compose and sequence their own sentences to write a short recount
Composition planning	<ul style="list-style-type: none"> • Sequence ideas and events in narrative using a story map • Use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse. • Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...
Spring 2 Term Y1	Sequence and write a short narrative based on Little Red Riding Hood by Nick Sharrat and orally recite a poem which by heart which they enjoy reading about Nature.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Use capital letters for names of people. • Use capital letter I • Separate words with spaces of a roughly consistent size. • Use the joining word <i>and</i> to link clauses • Use the joining word <i>but</i> to link words and clauses • Identify and use exclamation marks
Composition Drafting and writing	<ul style="list-style-type: none"> • use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next • Observe and describe details of first hand experiences using the senses • List words and phrases or use a repeating pattern or line • Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. • Orally compose and sequence their own sentences to write short narratives.
Composition planning	<ul style="list-style-type: none"> • Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse. • Re-read every sentence to check it makes sense.
Handwriting	<ul style="list-style-type: none"> • Hold a pencil with an effective grip • Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented • Form some capital letters correctly

