



Year 1 Writing Curriculum – South Failsworth Primary School

Vocabulary, Grammar and Punctuation	Composition	Sentence Construction
<ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Separate <b>words</b> with spaces.</li> <li>Use <b>punctuation</b> to demarcate simple sentences (<b>capital letters</b> and <b>full stops</b>).</li> <li>Use capital <b>letter</b> for the personal pronoun <i>I</i>.</li> <li>Use capital letters for names of people, places and days of the week.</li> <li>Identify and use <b>question marks</b> and <b>exclamation marks</b>.</li> <li>Use the joining word <i>and</i> to link words and clauses.</li> <li>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>.</li> <li>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i></li> </ul> <p style="text-align: center;"><b>(Terminology for pupils)</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas and events in narrative.</li> <li>Sequence ideas and events in non-fiction.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Compose and sequence their own sentences to write short narratives.</li> <li>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul> <p><b>Performing</b></p> <p>Read aloud their writing audibly to adults and peers.</p>	<p><b>(Also see VGP)</b></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Simple Connectives:</b> <i>and, or, but, so</i> (coordinating conjunctions) <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>'Run'</b> - Repetition for rhythm: e.g. <i>He walked and he walked.</i></p> <p><b>Repetition in description</b> e.g. <i>a lean cat, a mean cat</i></p> <p><b>-ly' openers</b> <i>Happily, ... Sadly, ... Luckily, ...</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>2A sentences</b></p>