

West Park Primary School

Writing in Y1

To ensure a smooth and positive transition from EYFS, children slowly transition from Drawing club to whole school writing journeys to ensure children feel secure, confident and ready to learn in familiar way in a new environment.

Autumn Term

Children continue to use drawing club during the autumn term to support language development (character, adventure and setting.) This is taught twice a week and helps ensure a consistent approach and smooth transition from EYFS with a process the children are already familiar with. Focus is placed on learning and activating new vocabulary into spoken sentences. Children will then orally rehearse sentences to help develop their spoken language; this in turn will have a positive impact on writing skills. Drawing club in Y1 includes a simple success criteria of the skills the children have been taught to help prepare them for later in the year.

During Autumn term, children will use words “spot”, “use” and “write” instead of “identify”, “explore” and “apply”. The introduction to this teaching sequence of skills sessions aims to support the development of writing skills and allows time for the oral composition of sentences before children have to write their own sentences, but is a more appropriate language for Y1 children at the start of the year.

Writing – composition

Children in Y1 will-

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Spring and Summer Term

Children will now move onto 2-weekly writing learning journeys in line with the rest of KSI and Ks2. Children will be introduced to the terms “identify”, “explore” and “apply” and spend time looking at what these mean and how they can help their writing

These sessions continue to have a focus on orally rehearsing sentences during the drafting part of application lessons to children continue to develop their spoken language to support writing.

These skills sessions will cover the vocabulary, grammar and punctuation requirements of the National Curriculum by the end of the year.

Children in Y1 will-

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in [English appendix 2](#)

Handwriting

Handwriting in Y1 is taught daily in isolation using West Park Handwriting Scheme and our letter families.

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.

Teaching Specific Features Skills Sessions in Y1 Autumn Term

Spot

At the beginning of each SPaG session, children will read an extract of the model text.
Class Teacher will model reading
Children will **spot** the taught SPaG skill and see how it is used effectively within that text type.
Children should be introduced to the term *author's voice* and *authorial intent* here in fiction and narratives.

Use

After identifying the taught skill, children will then **use** the skill.
Children will **use** the different ways the focused skill can be used effectively within their own writing.

Drafting and Writing

Children will orally rehearse and then **draft** ideas to practice writing sentences using the taught skill & vocabulary previously collected in this writing journey. Circulation and feedback from adults and peer feedback will be essential in this part of the lesson. Drafted sentences can be written in vocabulary books or straight into writing books.

Children will then **write** this skill into their own sentences of independent writing using their drafted ideas and orally rehearsed sentences.

Teaching Specific Features Skills Sessions in Y1 Spring & Summer Term

Identity

At the beginning of each SPaG session, children will read an extract of the model text.

Class Teacher will model reading

Children will **identify** the taught SPaG skill and see how it is used effectively within that text type.

Children should be introduced to the term *author's voice* and *authorial intent* here in fiction and narratives.

Explore

After identifying the taught skill, children will then explore the skill. Children will explore the different ways the focused skill can be used effectively within their own writing.

Drafting and Apply

Children will orally rehearse and then **draft** ideas to practice writing sentences using the taught skill & vocabulary previously collected in this writing journey. Circulation and feedback from adults and peer feedback will be essential in this part of the lesson. Drafted sentences can be written in vocabulary books or straight into writing books.

Children will then apply this skill into their own sentences of independent writing using their drafted ideas and orally rehearsed sentences.