

Supporting Writing in Year 1

AUTUMN 1 2022

MRS MOORE

Writing at school

- ▶ Daily Literacy lessons
- ▶ Daily Phonics lesson (Letters & Sounds)
- ▶ Teacher led guided writing
- ▶ *Handwriting – cursive letter formation*
- ▶ Speaking and listening opportunities
- ▶ Interventions – RWI, Phonics, Reading Recovery, BRP

Talk 4 Writing

- ▶ Imitation
 - ▶ Innovation
 - ▶ Invention
-
- ▶ Story maps to aid oral rehearsal and writing
 - ▶ Sentence starters (avoid 'and then... and then...')

Power of reading

- ▶ Different styles of writing
- ▶ Poetry
- ▶ Letters
- ▶ Instructions
- ▶ Information
- ▶ Posters

The Gingerbread man by Yellow Group.



Story map

Spelling/Transcription

- To use and apply their knowledge of letters and sounds (Phonics)
- To learn different spelling rules e.g. for making a word plural to add 's' or 'es' (boxes)
- High Frequency Words including tricky words e.g said, the, no, we, was, my
- Days of the week

Cursive Formation

Every lower case letter starts from the bottom.

Video to show how to form cursive letters

<https://www.youtube.com/watch?v=2NQ6uS8blwY>

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Handwriting and Presentation

- Cursive letter formation, lead in and lead out

-
- Size – tall & short letters, letters that stand and sit on the line

-
- Capital letters – knowing how to write each one
-

Composition

- Oral rehearsal – think of a sentence, say the sentence, write the sentence. (If they can't say a sentence, they can't write one)
- Sequencing ideas – what should come first, next, at the end (stories, recounts, instructions, poems, letters, reports)
- Checking – reading through their work, making changes to improve it e.g. spelling, grammar, vocabulary, punctuation.

Vocabulary, Grammar and Punctuation

- Wide range of **vocabulary** (used by adults around them, books they read and are read to them)
- Using a range of **connectives** (and, but, so, because)
- **Punctuation** (full stop, question mark, exclamation mark, comma, speech marks)
- Correct **grammar** e.g. correct word choice, so 'We **went** to the park' and not 'We goed to the park'. 'We **ate** quickly' not 'We eated quickly'.

Assessment at the end of Year 1

Greater Depth

- Using and applying knowledge, skills or understanding across the curriculum

Working At (most children will be at this level)

- Secure in their understanding within the context of teaching

Working Towards

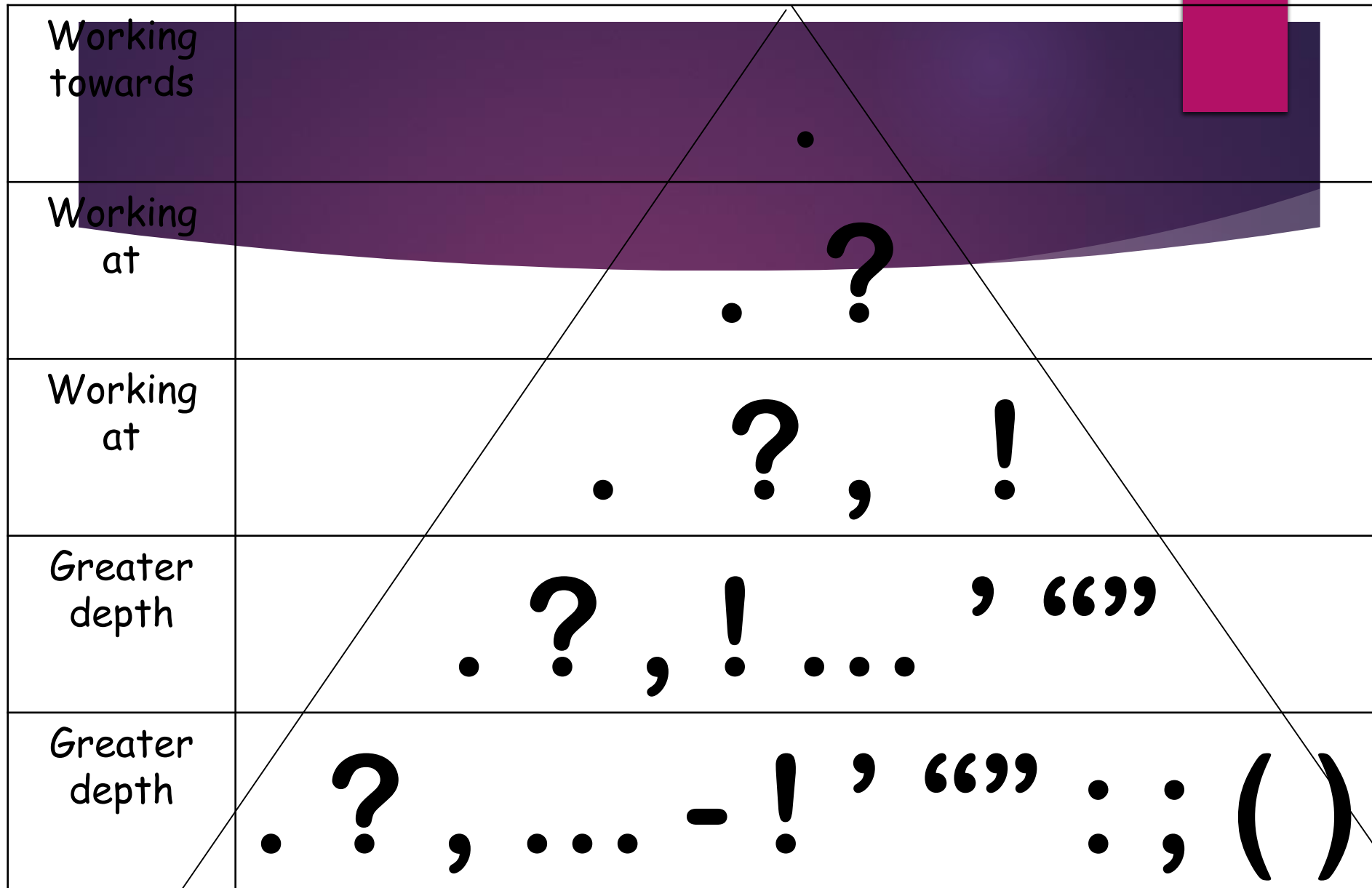
- Increasing understanding

Working Below

- Just starting to learn knowledge or skill

The Four Generic Targets

VCOP	Summary
Vocabulary	The range of ambitious vocabulary a pupil knows; WOW words.
Connectives	The range of ways pupils have of joining ideas, phrases & sentences
Openers	The strategies pupils have for opening sentences; especially the 3 key openers: connectives, 'ly' words & 'ing' words
Punctuation	The range of punctuation a pupil can use & the accuracy with which they use it.



The Punctuation Pyramid



Connectives

- ▶ Which connective could you use to combine the sentences below?
- ▶ It was raining all day on Saturday. I stayed inside and read a book.
- ▶ I screamed really loudly. I saw a big spider.
- ▶ I love the colour purple. I love chocolates too.
- ▶ I fell down the steps. I didn't cry.

Extending sentences by adding adjectives and adverbs

- ▶ I was riding my bike. I fell off.
- ▶ I was riding my bike **and** (connective) I fell off.
- ▶ I was riding my **new** (adjective) bike **and** I fell off.
- ▶ I was riding my **new** bike **carelessly** (adverb) **and** I fell off.
- ▶ I was riding my **new** bike **carelessly and** I fell off **and hurt my knee** (extra detail).



End of Year Expectations

By the end of Year 1 most children will be able to:

- ▶ Write sentences that make sense.
- ▶ Begin to join simple sentences with connectives such as 'and', 'but', 'because', 'so'.
- ▶ Use capital letters at the start of a sentence and full stops, question marks, and exclamation marks at the end of a sentence. Use commas in lists.

End of Year Expectations

By the end of Year 1 most children will be able to:

- ▶ Sequence ideas appropriately, e.g. stories have a beginning, a middle and an end; instructions are written in the correct order.
- ▶ Use some story conventions to indicate the start/end of stories, e.g. Once upon a time, One day... Finally...
- ▶ Use appropriate vocabulary, making choices between alternatives supplied e.g. word banks
- ▶ Use some interesting descriptive language e.g. for appearance, feelings, characters and settings.

Expected

Expected

turned out to be that smells gross!
He also has a long, twisty hairy tail
to swish with.

The Gruggalo is very grumpy and moody
because he never smiles. It seems to me
that he never has a bath and that's why
he looks scruffy and filthy. Also he's
rather fat and that must be from eating
so much and not exercising at all.

The Gruggalo may look intelligent but he is
gullible. He can be easily tricked by anyone
like the mouse. He believed that the mouse
was the scariest animal in the woods and
the mouse's favourite food is Gruggalo crumble.

This creature is very shy and sneaky
he enjoys creeping on animals.

I wonder if an even bigger creature comes
will he run or be brave?

In my opinion the Gruggalo is a very
greedy character because he just wants
to eat and never stops eating and that
is the reason I don't like him.

① Well done you could describe the Gruggalo
by using many adjectives and similes.

Expected

Expected

pointy, delicate teeth to help him bite sharp things like nuts.

The little Mouse is very knowledgeable for example he tricked the Grizzly bear. He looks timid but he isn't he is extremely brave. For example he rescued all the animals in the deep, dark woods by saying the Grizzly bear is real. This grizzly mammal is really cheerful because he always smiles and walks in a jolly way. Not like the Grizzly bear that does a grumpy grumpy stomp.

Even though he comes across simple and small the mouse is super smart and quick to think on his feet.

He may not have big muscles or a weapon but he has something more precious - A VERY POWER FULL BRAIN!!!

Well done little mouse you are a braver Mouse than all the other forest animals.

In my opinion it is very important to be clever and think fast in a dangerous situation. The little Mouse is very good at this and that's why I like him.

① Fantastic description of the Mouse
You made it very engaging for the reader.

Expected

Expected

Greater Depth

Greater Depth

true love in here he knocked on the door and said do you have any daughters that can try on the slipper the stepmother said yes I do the prince went inside and the first stepsister tried on the slipper but it didn't fit so the second sister tried the slipper but it didn't fit the prince said do you have any more girls the stepmother said no then birds started to tweet and said there is one girl in the seler so prince charming went to the and saw cinderella and told her to try on the so cinderella try'd on the slipper and it was perfect fit. prince charming said will you marry cinderella said yes I will the two ugly stepsisters so jelous and with cinderella was having her with the stepmother and stepsisters had to clean at then cinderella lived happily ever after. What a wonderful story.

⊕ Excellent work, you've included many adjectives different connectives and an exclamation.

→ To use question and speech marks in your dialogues.

Tuesday 3rd January 2017

Abs.

LO: To write a recount

Success criteria:

I can say and write my ideas, making sure that they make sense and include capital letters, first and full stops.

I can order ideas using time connectives. (First, Then, After, Next, Finally)

I can write longer sentences using connectives. (and, but, so, because).

Challenge:

I can use paragraphs.

I can use exclamations.

Greater
Depth

Greater Depth

Greater Depth

... we do.
used many adjectives and
ions.

How to write a fairy tale story

Beginning

Success criteria:

- I can write clear sentences using capital letters, finger spaces and full stops.
- I can include time connectives in my story. (Then, After, Before, Next)
- I can use adjectives in my writing. (nasty, horrible, beautiful, kind, gentle, devoted)
- I can use some connectives in my sentences (and, but, because, when, so, if)

Challenge:

- I can include some exclamations (well I never! - seriously! - Oh my goodness!)

Cinderella

Once upon a time there lived a pretty kind girl called Cinderella. She had one wicked stepmother and her two ugly stepsisters. She had a very hard life because she had to do all the chores from morning till night. One day a letter arrived from the palace. It was an invitation for a grand ball and every maiden was invited. Cinderella gave the letter to her wicked stepmother. The stepmother read the letter. After she read the letter the two stepsisters were so excited and they said "he will choose me, no he will choose me." At that time Cinderella said "Can I go to the ball?" The two stepsisters laughed ha ha ha you look at you, you're so dirty. The prince will never choose you." Cinderella got the two ugly stepsister ready and the wicked stepmother when the two sisters and the ~~se~~ stepmother were ready they

tip - to do outside and cried just then a fairy godmother appeared...

She said "don't be afraid I am your fairy godmother and I will see things might she said in a soft voice okay said Cinderella but Cinderella said the only thing I need help with to go to the ball and nothing else ok then first I need is a pumpkin and six mice when Cinderella broat the pumpkin the fairy godmother waved her magical wand and turned the pumpkin into a beautiful golden carriage and the six mice into grand horses then the fairy godmother said now I can turn your ragy old dress into a sparkly dress so she waved her wand and turned Cinderella's ragy old dress into a light blue sparkly dress then at that time the fairy godmother said at the stroke of twelve you must come back because my magic doesn't last forever then Cinderella went to the ball she was the prettiest in the ball when the prince saw her he said will you dance with me the Cinderella said yes and they danced all night just then it was midnight Cinderella panicked and ran she couldn't stop to say goodby on the way she dropped her glass slipper. The prince was pushed he didn't know why she ran away then he spotted a glass slipper...

Thursday 15th December 2016

The next

The next day the prince went to every madams house and try'd on the glass slipper but it didn't fit finally

Thursday 26th February

L.O. - To retell the story

Success criteria

- I can use my story map
- I can write in sentences
- I can add VCOP in my writing

⊕ A detailed start to your story.
↳ To add correct punctuation.

Once upon a time there was a girl ^{pretty} called Goldilocks. She has blond hair and she lives near the dark scary woods. One day she was playing in the dark scary woods then as she was playing she saw a great big house. She looked inside the window in the window she saw three bowls of porridge. then she went inside to taste the porridge she tried the biggest bowl of porridge. Goldilocks said this one is too hot then she tried the second one Goldilocks said this one

is too cold. finally she tried the third one Goldilocks said this one is just right. Goldilocks was very tired so she went to the living room to have a rest she found three chairs she sat in daddy bears chair Goldilocks said this one is too hard. she sat on mummy bears chair this is too soft. finally she sat on baby bears chair she said this one is just right. then it broken to pieces. it was too small for Goldilocks.

Thursday 12th March

L.O. - I can write a story

Success criteria

- I can create a story plan
- I can use punctuation
- I can use wow words
- Ext. I can use connectives

One dark evening there was a spaceship. The spaceship landed on earth. In the darkness there was a green alien in Yeading Infant and nursery school. He pecked at IAs door. He saw a book corner and an art ^{area} erga and a computer, next to the wooden chair. He was so excited that he ^{ruined} roend every thing in class one A. After that it was morning the sun was shining and the moon was gone. The alien heard the children his tenticals ^{were} was sticking on the

door. He stuck his tenticals very tightly ^{and} pulled the door to close it. The children saw class 1A was roend. The book corner was broken and the computer was losing control and finally the art ^{area} erga was a complete mess. The door was opening. The alien said **Booo!** the children ran to the garden and shut the door tightly. And played in the climbing frame and the slide and the see saw the alien was very bad.

Friday 26th June

On Wednesday I was very excited because it was the big sports day. First we ^{were} divided in five groups. I felt a little bit nervous when I went into the big field. We started when Miss Drum blew the whistle. The first game was the hurdles. We had to run and jump over the hurdles in my group was Jaini, Somia, Jabril, and Thivish. The first one to run and jump over the hurdles was Jaini. We were cheering for her as well and the next one was Thivish. We also cheered for him. Then the third one was me. Every body in my group cheered and cheered for me very loudly. The next one was the water station. I ^{was} very thirsty so I drank some water.

after the water station it was the speed bounce bounce. We had to stand next to two cones and jump left and right and the cones had to be in the middle. The first one was Jaini again. When Jaini was bouncing I saw my dad taking pictures ~~of me~~ ^{of me} the second one was Thivish again. We cheered and cheered for Thivish. Then it was Somia. We cheered for her. Next it was me again. Every one cheered for me again. Next race was Javelin. We had to throw the javelin as far as you can and stand next to it and bring it back to the next person. First one was ^{Thivish} Thivish.

Writing opportunities at home

After reading a book, ask your child to **choose a picture** from their reading book and **tell you a sentence** about it (cover any words on the page so they don't say the sentence that is written).

Ask your child to **repeat the sentence** and make sure they can remember it.

Ask your child what they must remember when writing a sentence (begin with a **capital letter**, **spaces between words**, end with **full stop** or other appropriate **punctuation**).

Writing opportunities at home

Ask them to start writing. Encourage them to keep reading back from the start of the sentence so they know which word to write next and avoid leaving out any words. Also encourage cursive formation.

Ask them to read the sentence. **Praise** them for what they did well and choose 1 or 2 things to teach them. You may go over any **spellings of high frequency words** or choose a **letter to practice formation**.

Writing opportunities at home

- ▶ Birthday/Christmas cards
- ▶ Letters to relatives/friends/Father Christmas
- ▶ Shopping list
- ▶ Recipes
- ▶ Invitations
- ▶ Thank you notes
- ▶ Instructions
- ▶ Recounts/Diary

Supporting Writing at home

- ▶ Model correct pronunciation – this will help with their spelling (children write 'birfday', 'fink' for think).
- ▶ Model correct grammar

Websites

- ▶ www.oxfordphonicschecksupport.co.uk
- ▶ www.educationcity.com
- ▶ www.discoveryeducation.co.uk
- ▶ www.ictgames.com
- ▶ www.oxfordowl.co.uk
- ▶ www.topmarks.co.uk/interactive
- ▶ www.Everyschool.co.uk
- ▶ www.bbc.co.uk/bitesize/ks1/literacy/
- ▶ www.phonicsplay.co.uk
- ▶ www.ABCya.com
- ▶ www.starfall.com

Apps

- ▶ Starfall learn to read
- ▶ Pocket Phonics
- ▶ Jolly Phonics
- ▶ Whiteboard
- ▶ Kids Doodle
- ▶ Crazy Cursive
- ▶ CBeebies storytime
- ▶ You Tube Kids



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