
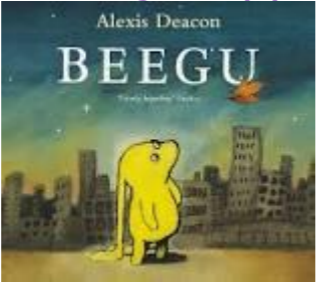

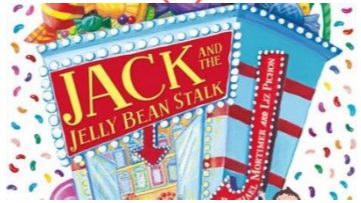
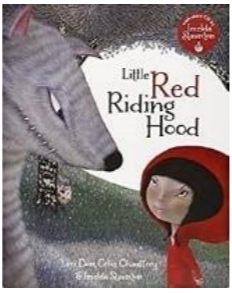

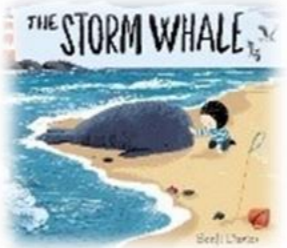
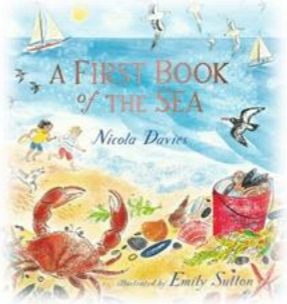





# St Mewan Writing Curriculum



## Year 1

<p><b>Year 1 writing units</b></p> <p>Non-fiction Fiction Skills work Poetry</p> <p>I – Independent S – Scaffolded</p>	<p><b>The tiger who came to tea</b></p>  <p>Character description (S) Sandwich instructions (S)</p>	<p><b>Beegu</b> Crime scene report (S) Lost poster (S) How to look after an alien guide (S)</p>  <p><b>Elf on the shelf</b> Diary (I)</p> 	<p><b>Jack and the Jelly Beanstalk</b> Narrative with a change (S)</p>  <p><b>Little Red Riding hood by Lari Don</b> Narrative – retelling (I)</p> 	<p><b>Plants</b></p>  <p>Instructions- how to plant a seed (I)</p> <p>Heligan Leaflets (S)</p> <p>Poetry – 10 things found in a wizard’s pocket (S)</p> <p>10 things found in a gardener’s pocket (I)</p>	<p><b>Storm Whale</b> Narrative – retelling (I)</p>  <p><b>Poetry</b> Rewriting ‘Catching a wave’ and ‘Shore crab’ from ‘A first book of the Sea’ by Emily Davies. (I)</p> 	<p><b>The Way Back Home</b> Literacy Shed (consolidation unit)</p> <p>Where is the rocket going? Creative narrative (S) Holiday brochure (I)</p> 
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught in Reception</li> <li>spell common exception words: 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</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Revision of Reception key content. See RWinc Phonics Overview and Spelling overview</b></p>					
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>The /ŋ/ sound spelt n before k (i.e. abnk, honk,, think, suck)</li> <li>Division of words into syllables (pock-et, rabb-it, carr-ot, thun-der, sun-set)</li> <li>-tch (catch, fetch, kitchen, notch, hutch)</li> <li>The /v/ sound at the end of words (live, givem have)</li> <li>vowel digraphs and trigraphs (ai, oi, ay, oy, e_e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie. i.e. igh, or, ore, aw, au, air, ear, ear, are)</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest)</li> <li>words ending in y (very, happy, funny, party, family)</li> <li>consonant spellings ph and wh (dolphin, alphabet, phonics, elephant, when, were, which, wheel, while)</li> <li>using the prefix un– (unhappy, undo, unload unfair, unlock)</li> <li>Using the k to make a c sound before e, i, y instead of a c (kent, sketch, kit, skin, frisky)</li> <li>Compound words (football, playground, farmyard, bedroom, blackberry)</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>					

<b>Transcription</b>	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <b>(once a week as a starter)</b>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• <b>form digits 0-9</b></li> <li>• <b>leaving spaces between words</b></li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• <b>begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form digits 0-9</li> <li>• leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form capital letters</li> <li>• <b>understand which letters belong to which handwriting 'families' and to practise these</b></li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form digits 0-9</li> <li>• leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form digits 0-9</li> <li>• leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form digits 0-9</li> <li>• leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form digits 0-9</li> <li>• leaving spaces between words</li> </ul>
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>• writing labels, lists and simple sentences.</li> <li>• sequence sentences to retell an event or narrative.</li> </ul>					
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>• write sentences by saying out loud what they are going to write about</li> <li>• compose a sentence orally before writing it</li> </ul>					
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> <li>• re-read what they have written to check that it makes sense</li> </ul>					
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>					
<b>Performing Writing</b>		<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher – Reading to Year 5 buddies – 2 stars and a wish</li> </ul>			<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher – Reading to Year 5 buddies – Heligan to display brochures.</li> </ul>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher – Reading to reception pupils.</li> </ul>
	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>					
<b>Word</b>		<ul style="list-style-type: none"> <li>• <b>uses regular plural noun suffixes (-s, -es) correctly</b></li> <li>• <b>understands how they change the meaning</b></li> <li>• <b>adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.</b></li> </ul>	<ul style="list-style-type: none"> <li>• adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>uses regular plural noun suffixes (-s, -es) correctly</b></li> <li>• <b>understands how they change the meaning</b></li> <li>• adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• knows how the un- prefix to changes meaning of adjectives/adverbs and uses these words correctly within writing.</li> </ul>	<ul style="list-style-type: none"> <li>• adds verb suffixes where the root word is unchanged (-ing, -ed, -er so help becomes helping, helped, helper) accurately.</li> </ul>
<b>Statutory word lists</b>	The, to, his, he, a	Today, school, she, push, pull, put, friend, is	House, some, said, says, once, of, ask, full, no, was	My, I, you, your, they, we, has, do	By, so, me, be, are	Where, there, here, come, love, go, our, were
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• <b>combines words to make sentences, including using and to join words and clauses.</b></li> </ul>	<ul style="list-style-type: none"> <li>• combines words to make sentences, <b>including using and to join words and clauses. #</b></li> <li>• introduced to capital letters for <b>names of people,</b></li> </ul>	<ul style="list-style-type: none"> <li>• combines words to make sentences, including using and to join words and clauses.</li> <li>• introduced to capital letters for names of people, <b>places,</b> the days of the week and the personal pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>• combines words to make sentences, including using and to join words and clauses.</li> <li>• introduced to capital letters for names of people, <b>places,</b> the</li> </ul>	<ul style="list-style-type: none"> <li>• combines words to make sentences, including using and to join words and clauses.</li> <li>• introduced to capital letters for names of people, places,</li> </ul>	<ul style="list-style-type: none"> <li>• combines words to make sentences, including using and to join words and clauses.</li> <li>• introduced to capital letters for names of people, places, the days of the week and the personal pronoun 'I')</li> </ul>

	<ul style="list-style-type: none"> <li><b>introduced to capital letters for names of people, places, the days of the week and the personal pronoun 'I')</b></li> <li>introduction to sentence demarcation using . ! and ?</li> </ul>	places, <b>the days of the week and the</b> personal pronoun 'I')	<ul style="list-style-type: none"> <li><b>introduction to sentence demarcation using . ! and ?</b></li> </ul>	days of the week and the personal pronoun 'I')	the days of the week and the personal pronoun 'I') <ul style="list-style-type: none"> <li>introduction to sentence demarcation using . ! and ?</li> </ul>	
<b>Text</b>	<ul style="list-style-type: none"> <li><b>Sequencing sentences to form short narratives</b> (Autumn priority is two or three sentences that make sense and are connected) (Spring Three or more sentences that make sense and are connected) Summer A paragraph of writing or more that makes sense and is connected.</li> </ul>					
<b>Punctuation</b>	<ul style="list-style-type: none"> <li><b>separate words with spaces</b></li> <li><b>Use full stops and capital letters correctly.</b></li> </ul>					
<b>Terminology</b> for pupils to use and understand	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
<b>Sentence types introduced</b>				<b>List sentences (if children are ready)</b>	<b>2A (if children are ready)</b>	

\***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.