

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 1

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences • Talk about their writing 	<ul style="list-style-type: none"> • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Talk about their writing 	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • <u>Use the sentence by sentence process of think, say, write, check</u> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Write a sequence of sentences to form a short narrative or non-narrative text • <u>Re-read what they have written to check that it makes sense</u> • Read aloud their writing clearly (link with Spoken Language) • Talk about their writing
Grammar, Punctuation and Vocabulary	<ul style="list-style-type: none"> • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join words with 'and' within sentences 	<ul style="list-style-type: none"> • <u>Leave spaces between words</u> • <u>Use full stops and capitals</u> • Join sentences with 'and' • Use capital letters for people, places, days of the week and 'I' • Use exclamation marks • Use question marks • Use correct grammatical terminology when discussing their writing 	<ul style="list-style-type: none"> • Join sentences with 'and' • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) • Identify and know the purpose of nouns • Form singular and plural nouns (link with spelling)
Spelling	<ul style="list-style-type: none"> • <u>Spell words using the GPCs taught so far</u> • Segment words into individual phonemes to aid spelling • <u>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</u> • Spell words ending in -nk • Name the letters of the alphabet in order • Use letter names to talk about different grapheme choices • Divide words into syllables to aid spelling 	<ul style="list-style-type: none"> • <u>Spell words using the GPCs taught so far</u> • Segment words into individual phonemes to aid spelling • <u>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</u> • Spell simple words with adjacent consonants • Use letter names to talk about different grapheme choices • Spell plural nouns with –s and –es • Use –s and –es to spell third person singular verbs 	<ul style="list-style-type: none"> • <u>Spell words using the GPCs taught so far</u> • Segment words into individual phonemes to aid spelling • <u>Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)</u> • Write simple dictated sentences using spelling knowledge taught so far • Spell the days of the week • Spell words with the –ed suffix (where no change is needed to the root word) • Spell words with the –er suffix (where no change is needed to the root word)

	<ul style="list-style-type: none"> Apply spellings and spelling conventions taught in their own work 	<ul style="list-style-type: none"> Spell words with the –ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve Apply spellings and spelling conventions taught in their own work 	<ul style="list-style-type: none"> Spell words with the –est suffix (where no change is needed to the root word) Spell simple words with the un- prefix Spell common compound words Apply spellings and spelling conventions taught in their own work
Handwriting and Presentation	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases)) Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) Form the digits 2, 3 and 5 correctly 	<ul style="list-style-type: none"> Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) Form the digits 0, 6, 8 and 9 correctly Form 'zigzag' lower case letters correctly (v, w, x, y, z) <u>Form all lower case letters correctly</u> 	<ul style="list-style-type: none"> Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S) Form the equivalent upper case letters correctly (V, W, X, Y, Z) Form the digits 1, 4, and 7 correctly <u>Form all lower case letters correctly</u>
Spoken Language	<ul style="list-style-type: none"> Tell a story or describe an incident clearly Listen and respond appropriately to adults and peers Take turns in a group 	<ul style="list-style-type: none"> Retell a story or incident in which events are ordered Listen and follow instructions accurately, asking for help or clarification if necessary Listen to other pupils during group work Pretend to be a character, showing feelings through words and actions 	<ul style="list-style-type: none"> Read aloud clearly and use some intonation for effect Listen with sustained concentration Explain their thoughts to a group Respond to other characters in role Take turns speaking their part in acting out familiar stories