



Writing

Year One Curriculum Overview

Masefield Primary School

Intent for Writing at Masefield

At Masefield we believe that a high-quality education will teach pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions to others. Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt. All skills of the English language are essential to participating fully as a member of society.

We teach children to read, write and speak well as these are skills they will need in being successful future citizens. We have high expectations for all children's English ability, that we will enable them with skills that will allow them to communicate and express themselves in an ever-changing society.

Communication skills are taught throughout the whole school curriculum especially in English through high quality texts and themes for writing. In all areas, speaking and listening is key and drama is something that we believe makes our school stand out. Early reading led by phonics and reading for pleasure are integral to promoting high expectations and standards across the school.

Topics contextualise SMSC in many areas of the curriculum and English; through texts, drama and social aspects of stories teaching ideas related to British Values. Resilience, respect and team work are transferable skills taught and applied across the curriculum through strong listening skills and clarity in communication.

In English, children have the opportunity to write for a range of purposes. We create opportunities for work to be celebrated e.g. publishing writing, sharing with other classes, writing to different organisations and people. We work to inspire a love of writing. Staff are reading role models and actively promote reading for pleasure ultimately helping students to become interesting in reading.

Through reading a range of high quality texts with relevant themes, we teach children about social injustice and how it can be overcome. We teach children to be respectful and effective communicators.

The school's curriculum for Writing sets out the content of teaching within in each year group and this demonstrates learning outcomes within the development of Writing. The curriculum details how this content is developed over a series of lessons.

The organisation of the Writing curriculum provides structured opportunities:

1. To encourage children to write independently.
2. To heighten motivation to write by providing an environment conducive to pleasurable writing.
3. To ensure that all pupils have equal access to a writing programme.
4. To raise pupils' levels of attainment/achievement in writing throughout the school.
5. To enable the pupil to obtain and use relevant information in their own writing.
6. To demonstrate, through writing, the feelings and experiences of themselves and others.
7. To enable the pupil to reflect on and edit the content they have produced.
8. To develop awareness of different types of writing genres and their purposes.
9. To understand and use the language terms used in the structure of the English Language.

Writing Journey – The Teaching Sequence

	Part 1	Part 2	Part 3	Part 4	Part 5
Focus	<u>Reading</u> Reading the stimulus around what is being written about.	<u>Sentences</u> Sentence, grammar and punctuation level work from English Procedures Curriculum	<u>Scaffolded writing</u> using teacher modelling	<u>Independent Writing</u> based on modelled work from previous lessons Talk, plan, draft, edit, publish.	<u>Perform or/and Disciplinary Literacy</u> Writing linked to wider curriculum content from Foundation subjects e.g. What were the causes of the Second World War?
Reason	Real writers read. They do so because they hear the voice of fellow writers.	Pupils are learning to develop automaticity in writing sentences. Pupils will practise until they can't get these wrong. Practice makes permanent	Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching Scaffolded application of sentence knowledge.	Pupils are developing their knowledge of the writing process. Further independent application of sentence knowledge	Pupils are learning to understand the conventions of writing in a range of different subject disciplines including relevant structure of entire text. Additional opportunity to apply sentence knowledge
Talk	Fluency work around text – echo and choral reading.	Pupils orally rehearse sentences before writing	Pupils orally rehearse sentences before writing	Pupils discuss their ideas for their writing in the initial phases of planning	Pupils discuss their writing and read aloud to a partner to check their writing
Key Questions	What might the author mean here? How does this connect with what we have read before? Why might the author have written this? Does this remind you of anything? What do you like and not like about this? How does the author want us to feel at this point? How do you know?	Can pupils write these sentences with 100% accuracy? Can pupils use grammatical terminology accurately to describe the structure of their sentences?	Do pupils understand how to use their knowledge of sentences to build a coherent piece? Do pupils understand how authors select specific vocabulary and literary devices for effect?	Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece? Are pupils explicitly taught to discuss, plan, draft and edit their work?	Can pupils write in a range of different subject domains retaining the specific features of each discipline? Is the vocabulary, grammar and structure of pupils' writing in keeping with the discipline?
In books	Reading tasks	Daily sentence level work including sentence expansion and sentence combining activities.	Scaffolded models	Planning, drafting and editing pupils' independent work	Extended writing on a specific subject

Year One Writing Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Unit 1

Famous 5

Revision of
Previous Year

Basic Skills

Performance
Poetry

Famous 5

Revision of
Previous Term

Basic Skills



Instructions

Famous 5

Revision of
Previous Term

Basic Skills



Poetic Form
Rhyming Couplets

Unit 2



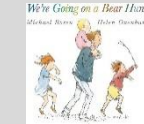
Labels and Lists



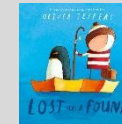
Narrative &
Description



Own traditional
tale



Narrative

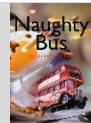


Story Writing



Classic Story

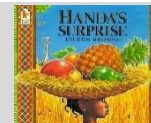
Unit 3



Labels, Lists and
Captions



RWP – A Letter to
Father Christmas



Stories with
unfamiliar settings



Information
Writing



Postcard
RWP – Wish you
were here

Year One Literature Spine

Autumn 1 Unit 1 – Year One

Meesha Makes Friends




Written by Tom Percival

National Curriculum Objectives

Grammar and Punctuation Knowledge:

- I can use spacing between my words.
- I am beginning to use capital letters and full stops in my writing.
- I can use some common exception words (red words) in my writing.

ABC		. ! ?
capital letter to start	finger spaces	punctuation at the end

Sentence Knowledge:

1. Form letters and number correctly.
2. Use capital letters, finger spaces and full stops with support.

Spelling Knowledge:

- I can segment the sounds in simple words and blend them together.
- I can use my phonics knowledge to write words that match my spoken language.
- I can write my own name and other things that are phonetically plausible.

Features of labels and lists:

- Labels give information about a picture.
- Labels usually point to something important on a picture e.g. body parts
- Lists help us to remember things we might need. e.g. Shopping List
- We need to use a new line for each item on or list.

Sequence of Learning

READING

Step
1

Learning Objective: Listen to the story and understand new vocabulary.

- I can listen carefully to a story.
- I can explain what new words mean.
- I can use the new words in my own sentence.

Step
2

Learning Objective: Understand a character's feelings and emotions

- I can use emoji's to show how Meesha was feeling at different parts of the story
- I can explain why she felt like this.

Step
3

Learning Objective: Answer questions about the story

- I can use information from the story.
- I can explain my answer.

Step
4

Learning Objective: Sequence part of the story.

- I can talk to my partner to retell part of the story.
- I can use a timeline to sequence the key events from the text.

Step
5

Learning Objective: Retell the story.

- I can use my story sequence to retell the story.
- I can use key words from the story.
- I can tell the story from beginning to end.

Sequence of Learning

SENTENCE LEVEL

Step
1

Learning Objective: Identify labels

- I can say what a label does.
- I can spot places where labels might be useful

Step
2

Learning Objective: Find and write labels for a picture.

- I can think of objects in a picture.
- I can write a label next to the object.

Step
3

Learning Objective: Label things Meesha has made.

- I can look closely at a picture.
- I can use words to tell what something is made from. E.g. fabric tummy.

Step
4

Learning Objective: Explain what a list is used for.

- I can name places we use lists.
- I can write items underneath each other.

Step
5

Learning Objective: Use a list

- I can think of things Meesha will need for her party.
- I can write each on a new line.

Sequence of Learning

WRITING LEVEL

Step
1

Learning Objective: Use a list (Shared Write)

- I can think of things Meesha could use to make a new creation.
- I can write each on a new line.

Step
2

Learning Objective: Plan to write a list

- I can draw a creation for Meesha
- I can label each part of my creation.

Step
3

Learning Objective: Use a list (Independent)

- INDEPENDENT WRITE

Step
4

Learning Objective:

- X
- X
- X

Step
5

Learning Objective:

- X
- X
- X

Sequence of Learning

PERFORMANCE

Step
1

Learning Objective: to write a book review

- I can explain why I liked this book
- I can retell my favourite part of the story.

Step
2

Learning Objective:

- X
- X
- X

Step
3

Learning Objective:

- X
- X
- X

Step
4

Learning Objective:

- X
- X
- X

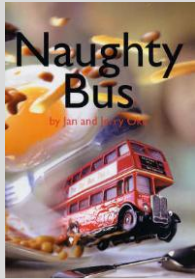
Step
5

Learning Objective:

- X
- X
- X

Autumn 1 Unit 1 – Year One

Naughty Bus




Written by Jan and Jerry Oke

National Curriculum Objectives

Grammar and Punctuation Knowledge:

- I can use spacing between my words.
- I am beginning to use capital letters and full stops in my writing.
- I can use some common exception words (red words) in my writing.

ABC		. ! ?
capital letter to start	finger spaces	punctuation at the end

Sentence Knowledge:

1. Use capital letters, finger spaces and full stops with support.
2. Write simple dictated sentences that include GPCs and common exception words taught so far.

Spelling Knowledge:

- I can segment the sounds in simple words and blend them together.
- I can use my phonics knowledge to write words that match my spoken language.
- I can write my own name and other things that are phonetically plausible.

Features of labels, lists and captions:

- Give information about a picture.
- Labels usually point to something important on a picture e.g. body parts
- Captions usually explain what is happening in a picture.

Sequence of Learning

READING

Step
1

Learning Objective: Listen to the story and understand new vocabulary.

- I can listen carefully to a story.
- I can explain what new words mean.
- I can use the new words in my own sentence.

Step
2

Learning Objective: Answer questions about the story

- I can use information from the story.
- I can explain my answer.

Step
3

Learning Objective: Sequence part of the story.

- I can talk to my partner to retell part of the story.
- I can use a timeline to sequence the key events from the text.

Step
4

Learning Objective: Retell the story.

- I can use my story sequence to retell the story.
- I can use key words from the story.
- I can tell the story from beginning to end.

Step
5

Learning Objective:

Sequence of Learning

SENTENCE LEVEL

Step
1

Learning Objective: identify and use labels.

- I can match the correct word to the object.
- I can put the label next to the object to show what it is.
- I can use the word bank to label parts of the bus.

Step
2

Learning Objective: use labels to give information.

- I can choose the right words.
- I can put the label next to the object.
-

Step
3

Learning Objective: write a list.

- I can write each item on a new line.
- I can use bullet points.

Step
4

Learning Objective: write a list

- I can use headings for my list.
- I can put items under the right heading.

Step
5

Learning Objective:

- X
- X
- X

Sequence of Learning

WRITING LEVEL

Step
1

Learning Objective: Identify captions

- I can explain the difference between a label and a caption.
- I can read and match captions to pictures.

Step
2

Learning Objective: Use captions

- I can write a sentence that explains what is happening.
- I can use a capital letter and full stop.

Step
3

Learning Objective: Use captions to retell part of the story (Shared)

- I can write a sentence that explains what is happening.
- I can use a capital letter and full stop.

Step
4

Learning Objective: Use captions to retell part of the story (independent)

- INDEPENDENT WRITE
-

Sequence of Learning

PERFORMANCE

Step
1

Learning Objective: to write a book review

- I can explain why I liked this book
- I can retell my favourite part of the story.
-

Step
2

Learning Objective:

- X
- X
- X

Step
3

Learning Objective:

- X
- X
- X

Step
4

Learning Objective:

- X
- X
- X

Step
5

Learning Objective:

- X
- X
- X

Sentence Knowledge Teaching Tools to secure automaticity


We can take the brilliant complexity of sentences for granted. Each sentence written in the classroom is a distillation of a near-infinite number of complex moves.

For pupils, practising one sentence brilliantly may be worth a hundred sentences written in haste.

Too often, in the classroom, sentences are modelled, but pupils don't have a strong concept of difference sentence level moves, their functions, and how to manipulate them. Instead of tackling lots of different genres and undertaking lots of error strewn 'big writes', we should be explicit in deliberately practising crafting great sentences.

Name of Activity	Description	Example
1. Explicit Modelling	<p>At the start of the teaching sequence, teachers will dissect a number of model sentences with the class indicating the grammatical features as described in the sentence knowledge curriculum document. Teachers will model writing sentences and 'thinking out loud' about what they need to focus on.</p> <p>All sentence focused teaching begins with this and must be revisited throughout the week.</p>	n/a
More Scaffolded Teaching Tools (used early on in teaching sequence)		
2. Examples and Non-Examples	Teachers will present a number of sentences to the class. Some will follow the correct structure of the sentence type being studied while others will not. Pupils must identify the examples and non-examples and explain why they have been selected. Pupils may then go on to the 'Fix the error' activity with the non-examples.	<p>Conjunctions to list nouns</p> <ul style="list-style-type: none">• The nurse helped Jack and Sophie and Abdul.• The shop sold bread sweets crisps. <p>Which is incorrect? Why?</p>
3. Missing words	Sentences are presented to children with one or more words missing. Pupils then write the sentence in full, filling in the missing information.	<p>Adverbs that modify adjectives</p> <p>The _____ tall girl entered the room. (Pupils can then add in an adverb such as 'incredibly')</p> <p>Note that the missing word is the key aspect of the sentence. It would not be as effective if the missing word had been 'girl' in this instance.</p>

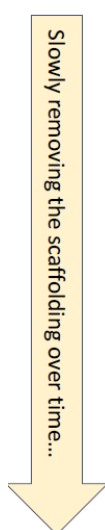
4. Dictation	Teachers read an example of a well-crafted sentence they have prepared in advance one word at a time. Pupils must transcribe the sentence with accurate punctuation and spelling. This activity will work best with sentences that require specific punctuation.	<p>Commas in lists</p> <p>'The nurse helped Jack, Sophie and Zain.'</p> <p>When using dictation, it would be helpful to include some of the spelling words from the current week or from previous weeks to give pupils an additional chance to retrieve this from memory.</p>
5. Fix the error	Pupils are presented with a sentence containing one or more errors to correct. The error should usually focus on the specific grammar aspect being studied.	<p>Direct speech</p> <p>The teacher said that girl is very kind.</p> <p>Pupil writes - The teacher said, "That girl is very kind."</p>
6. Sentence Jumble	Pupils are given a sentence in jumbled up form and must construct it so that it makes sense. The sentence can be broken into individual words or phrases depending on the focus of the teaching.	<p>Two adjectives after state of being verb</p> <p>happy, excited, and, was, Sam.</p> <p>Pupils write 'Sam was happy and excited' or 'Sam was excited and happy'</p> <p>OR</p> <p>Semi-colons to link sentences</p> <p>Pupils are given...</p> <ul style="list-style-type: none"> consequently he yawned the man felt tired. <p>They then construct 'The man felt tired; consequently, he yawned.'</p>
7. Complete the sentence	<p>Pupils are given a sentence starter which they can use to write a sentence in the form being studied. Pupils can then underline the key grammatical aspect being studied if relevant.</p> <p>Providing a sentence ending may also work here.</p>	<p>Main and subordinate clauses</p> <p>'The girl fell over because...'</p> <p>Pupil writes – The girl fell over because <u>she tripped over the step.</u></p>

8. Sentence Expansion	Beginning with a short single clause sentence, pupils must expand the sentence adding further detail or additional clauses linked with conjunctions. The sentence must maintain the form being studied.	Complex sentences opening with main clause and followed by subordinate clause. The teacher provides the sentence 'The girl fell over because she tripped over the step.' Pupils expand this without allowing the sentence to become clunky and without losing the structure being studied. E.g., 'The <u>fastest</u> girl fell over because she tripped over the steps <u>near the kitchen</u> .'
9. Sentence combining	Pupils are given 2 or 3 short sentences which they must combine to produce a single multi-clause sentence following the format being studied. Pupils can then consider the effectiveness of different ways of combining sentences.	Multi-clause compound sentences The teacher provides 2 or 3 short sentences such as 'Rain lashed the freezing playground. We ventured outside. Everyone played football together.' The pupil then combines these to write 'Rain lashed the freezing playground, yet we ventured outside, and everyone played football together.'
Less Scaffolded Teaching Tools (for use later in the teaching sequence)		
10. Use the vocab	Teachers provide 1 or 2 words drawn from other aspects of the curriculum including foundation subjects or the current novel they are reading. Pupils must then use this to construct a sentence in the form being studied. Pupils may then underline the key grammatical element of the sentence, if relevant.	Extended noun phrases The teacher provides the word <i>vicious</i> from the class novel "The Lion, the Witch and the Wardrobe" Pupils write sentences such as ' <u>The vicious wolf with blood-stained fur</u> crept towards the children.' They may underline the noun phrase.
11. Picture Prompt	Teachers present a picture to the class as a prompt for pupils to construct and write their own sentence(s) following the sentence type being studied. Pupils should orally rehearse their sentence with their partner or an adult before writing.	Write commands  Pupil writes 'Stop running in the corridor.' A variation on this activity would be to use a sound effect, short video clip or piece of music as stimulus.

12. Subject Knowledge Sentences	Pupils write sentences based on curriculum content using the specific sentence type being studied. Content may be drawn from any curriculum area including history, geography, science, art etc. You could also write sentences about the novel currently being studied.	Multi-clause complex sentences After class discussion about content, pupils independently write - As the economic depression worsened, Hitler grew in power, and became unstoppable.
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Example Daily structure of teaching lesson

Sentence Level Activities

	1. Explicit Modelling	6.1: Identify and write multi-clause compound sentence with two different coordinating conjunctions		
	2. Examples and Non-examples			
	3. Missing Words			
	4. Dictation			
	5. Fix the Error			
	6. Sentence Jumble			
	7. Complete the sentence			
	8. Sentence Expansion			
	9. Sentence Combining			
	10. Use the Vocab			
	11. Picture Prompt			
	12. Subject Knowledge Sentences			

Day 1	Day 2	Day 3
Explicit modelling 1. Missing words 2. Examples and non-examples 3. Fix the error	Explicit modelling 1. Complete the sentence 2. Sentence combining 3. Sentence expansion	Explicit modelling 1. Picture prompt 2. Use the vocab 3. Subject knowledge sentences

Example Lesson Structure

1.	Explicit Modelling and teaching of the sentence knowledge
2.	Activity 1 - I do, we do, you do 'We do' can be done on whiteboards together 'You do' can be done in exercise books (e.g. 2 to 4 sentences to practise applying their knowledge)
3	Activity 2 - I do, we do, you do (as above)
4.	Activity 3 - I do, we do, you do (as above)

One Page Overview – Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
Sentence Structure	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
Coherence and Cohesion	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)
Composition and Effect	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
Proof-reading and Editing	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
Word Classes		Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning
Spelling	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words Spelling Appendix	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words Spelling Appendix	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list Spelling Appendix	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix
Handwriting	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

Year 1 Writing Progression

Transcription (Statutory Requirements)	
<p>Spelling Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un- ○ using –ing, -ed, -er and –est where no change is needed in the spelling of root words {for example, helping, helped, helper, eating, quicker, quickest} • apply simple spelling rules and guidance, as listed on the phonics overview • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Year 1 Spelling Scheme</p> <p>Spelling in Year 1 is taught in conjunction with Read Write Inc Phonics scheme.</p> <p>Pupils spellings depend on RWI colour.</p>
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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’ (i.e. letters that are formed in similar ways) and to practise these. 	
<p><u>Grammar, Punctuation and Spellings (Statutory Requirements)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out to the right by: <ul style="list-style-type: none"> - 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 • use the grammatical terminology in discussing their writing. 	

<u>Year 1 Detail of Content to be Introduced (Statutory Requirements)</u>				
<u>Word</u>	<u>Sentence</u>	<u>Text</u>	<u>Punctuation</u>	<u>Terminology for Pupils</u>
<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun</p>	<p>letter, capital letter, consonant, vowel word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
<p><u>Writing Composition (Statutory Requirements)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> - 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 aloud their writing clearly enough to be heard by their peers and the teacher. 				

Writing Assessment

Stage 1

X = Achieved / = Working Towards . = Not Achieved

[illegible]