

Supporting Writing in Year 1

Miss Hall

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

- Story maps to aid writing
- Oral rehearsal:
 - drama
 - hot seating
- 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

Year 1
Common Exception Words

Year 1

of	I				they
said	the	pull	once	friend	me
put	a	house	one	so	she
are	do	our	ask	by	be
is	to	love	school	my	he
his	no	come	says	here	we
has	go	were	push	some	your
today	where	there	full	was	you

Cursive Formation

Every lower case letter starts from the bottom.

Video to show how to form cursive letters

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

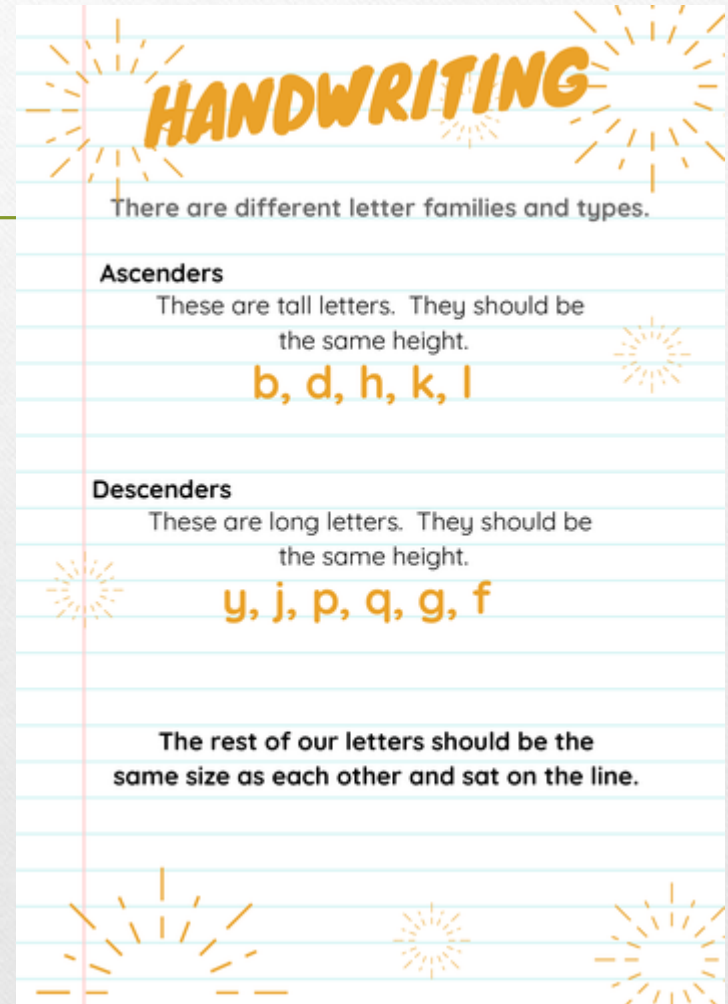
Rr Ss Tt Uu Vv

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



HANDWRITING

There are different letter families and types.

Ascenders
These are tall letters. They should be the same height.
b, d, h, k, l

Descenders
These are long letters. They should be the same height.
y, j, p, q, g, f

The rest of our letters should be the same size as each other and sat on the line.

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

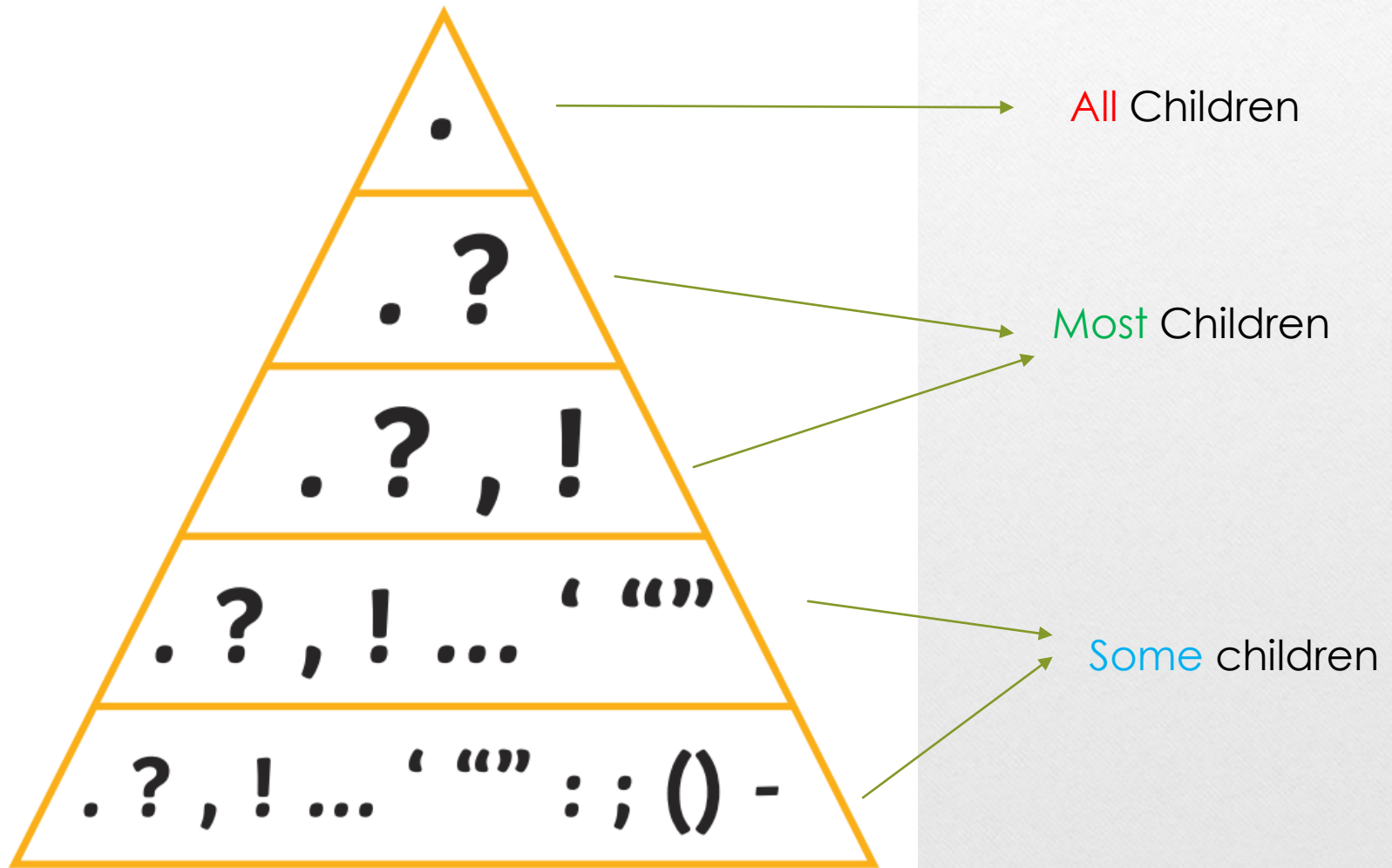
Working Below

- Just starting to learn knowledge or skill

The Four Generic Targets

VCOP	Summary
Vocabulary	The range of ambitious vocabulary a pupil knows; <i>WOW</i> 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.

Punctuation Pyramid



Connectives

- Which connective could you use to combine the sentences below?

but so because and

- 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.

Let's add a **connective**

I was riding my bike **and** I fell off.

Let's add a **adjective**

I was riding my **new** bike **and** I fell off.

Let's add an **adverb**

I was riding my **new** bike **carelessly** **and** I fell off.

Let's add **extra details**

I was riding my **new** bike **carelessly** **and** I fell off **and hurt my**
knee.

Have a go at
describing what
you can see
using
connectives,
adjectives and
adverbs



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.

One dark evening there was a spaceship. The spaceship landed on earth. In the darkness there was a green alien in Yearling Infant and nursery school. He pecked at IAs door. He saw a book corner and an art ^{area} and a computer, next to the wooden chairs. He was so excited that he ^{ruined} 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 tentacles ^{were} was sticking on the

door. He stuck his tentacles 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 controll and finally the art ^{area} 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 sad.

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.ABCya.com

▶ www.starfall.com

Apps

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

Thank you for your support.