



Writing – Year 1 National Curriculum Coverage

Year 1 English Units of Work

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		Familiar Settings: Family Stories Write a familiar settings story. Hamilton Trust	Commands: What You Shouldn't Do at School Write commands. Hamilton Trust	Humorous Poems: Funny Poems Develop children's reading and comprehension skills and stimulate writing	Traditional tales and fables	Information Texts: Big Machines. Use features of information texts. Hamilton Trust	Poems on a Theme: Poems about the Senses Write own poems. Hamilton Trust	Stories on a Theme: Superheroes Producing comic strips Hamilton Trust	Information Texts: Mini-beasts Writing lists, labels and instructions Hamilton Trust	Poems on a Theme: Nature Poems Use senses to write poems. Hamilton Trust	Specific Spelling & Grammar Sessions	Handwriting	Cross-Curricular Writing	
Phonics and Spelling Rules	To know all letters of the alphabet and the sounds which they most commonly represent.							✓			✓	✓		
	To recognise consonant digraphs which have been taught and the sounds which they represent.			✓							✓		✓	
	To recognise vowel digraphs which have been taught and the sounds which they represent.			✓							✓		✓	
	To recognise words with adjacent consonants.										✓		✓	
	To accurately spell most words containing the 40+ previously taught phonemes and GPCs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	To spell some words in a phonically plausible way, even if sometimes incorrect.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
	To apply Y1 spelling rules and guidance* (see below)						✓		✓		✓		✓	
Common Exception Words	To spell all Y1 common exception words correctly. * To spell days of the week correctly.								✓		✓		✓	

Prefixes and Suffixes	To use -s and -es to form regular plurals correctly.								✓			✓		
	To use the prefix 'un-' accurately.							✓	✓			✓		
	To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).								✓			✓		
Further Spelling Conventions	To spell simple compound words (e.g. dustbin, football).											✓		
	To read words that they have spelt.									✓		✓		✓
	To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Letter Formation, Placement and Positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		✓	✓	✓	✓			✓	✓	✓		✓	✓
	To sit correctly at a table, holding a pencil comfortably and correctly.			✓		✓			✓	✓			✓	✓
	To form digits 0-9.													✓
	To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.												✓	
Planning, Writing and Editing	To say out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To compose a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To sequence sentences to form short narratives.	✓		✓					✓		✓			
	To discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To reread their writing to check that it makes sense and to independently begin to make changes.	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓

	To read their writing aloud clearly enough to be heard by their peers and the teacher.		✓	✓	✓	✓	✓	✓	✓	✓			✓
	To use adjectives to describe.	✓			✓		✓	✓	✓	✓			
Awareness of Audiences, Purpose and Structure	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To start to engage readers by using adjectives to describe.	✓			✓			✓					
Sentence Construction and Tense	To use simple sentence structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Use of Phrases and Clauses	To use the joining word (conjunction) 'and' to link ideas and sentences.	✓			✓	✓		✓					✓
	To begin to form simple compound sentences.							✓	✓	✓			✓
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'.	✓	✓	✓	✓			✓	✓	✓			✓
	To use finger spaces.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To use full stops to end sentences.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	To begin to use question marks and exclamation marks.	✓	✓	✓	✓	✓	✓	✓		✓			✓
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.			✓		✓	✓		✓	✓			

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able

to read as well as spell.

<p>which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under);</p>	<p>'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oa' (e.g. road, coach); 'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>
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