



# **ROE GREEN INFANT & STRATHCONA SCHOOL**

**YEAR 1 WRITING WORKSHOP**

# **GOOD WRITERS...**

- **Enjoy writing**
- **Read widely, recognise good writing, understand what makes it good**
- **Know the key features of different genres and text types**
- **Learn writing skills from their reading**
- **Have 'something to say' (a purpose and audience)**
- **Know how to develop their ideas**
- **Can plan and prepare for writing**
- **Make informed choices about what they are writing**
- **Reflect upon, refine and improve their own work**
- **Respond to constructive criticism**

# NATIONAL CURRICULUM

## Writing

The programme of study for writing at key stage 1 is constructed of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

# NATIONAL CURRICULUM

Pupils should have extensive experience of listening to, sharing and discussing **a wide range of high-quality books** .... Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. **Such vocabulary can also feed into their writing.**

**...pupils begin to understand how written language can be structured**

...Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. **In due course, they will be able to draw on such grammar in their own writing.**

...Role-play can help pupils to identify with and explore characters and **to try out the language they have listened to**

Pupils should understand, **through demonstration, the skills and processes essential to writing**: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear

# WRITING - TRANSCRIPTION

## Spelling (see English Appendix 1)

Pupils should be taught to:

- **spell:**
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- **name the letters of the alphabet:**
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- **add prefixes and suffixes:**
  - using the spelling rule for 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 in English Appendix 1**
- **write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

# YEAR 1 COMMON EXCEPTION WORDS

## Year 1

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

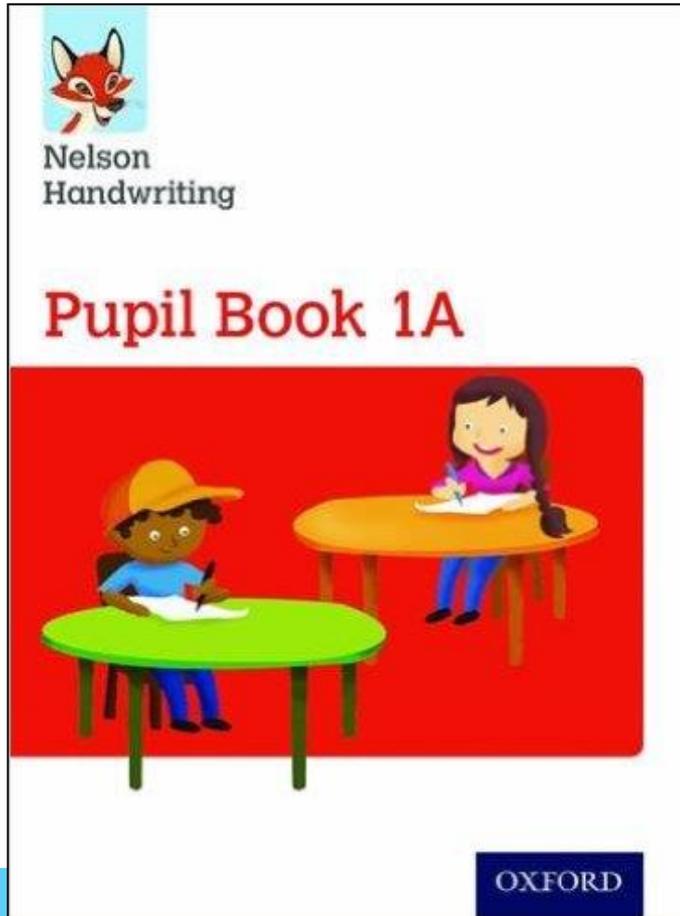
# WRITING - TRANSCRIPTION

## Handwriting

Pupils should be taught to:

- **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.**

# THE NELSON HANDWRITING SCHEME – YEAR 1



Copyrighted Material

UNIT 1



as cool as a cat

Focus

A Look at these letters.

c o a d g f s q e

B Copy these letters into your book.

ccc ooo aaa  
ddd ggg fff  
sss qqq eee

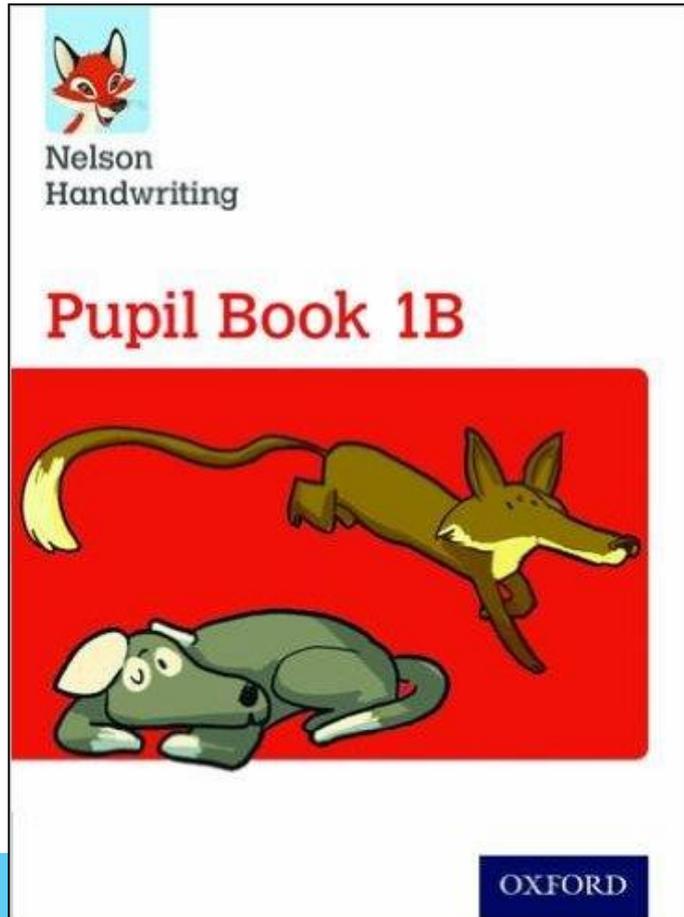
Remember, all letters start at the top, except, 'd' and 'e'.



4 Introducing letter families: Set 1 (c o a d g f s q e)  
Copyrighted Material

All of the lower-case and capital letters are covered in the workbook 1A, with clear and consistent instructions about how to start and finish letters. The digits 0-9 are covered too.

# THE NELSON HANDWRITING SCHEME – YEAR 1



UNIT 15 Copyrighted Material

ed 

Ned had a bed.

**Focus**

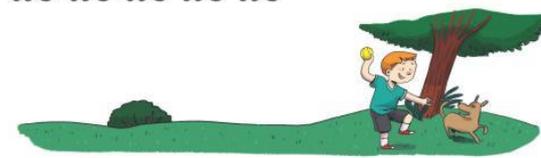
A Copy this pattern into your book.

eee eee eee eee

B Copy these letters into your book.

ed ed ed ed ed  
eg eg eg eg eg  
ac ac ac ac ac

Join from the bottom to the start of the next letter, like this:  
ed eg ac 



4 Diagonal join to Set 1 letters Copyrighted Material

From the spring term, Year 1 children will start to learn joined-up handwriting. Workbook 1B groups the letters into sets based on how they join to other letters, and children practise these in a cumulative manner.

# WRITING - COMPOSITION

Pupils should be taught to:

- **write sentences by:**
  - 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.**

# HOW DO WE TEACH WRITING AT ROE GREEN INFANT SCHOOL?

## The Power of Reading

- The Power of Reading is about teaching English through using high quality books and creative teaching approaches (such as art and drama).
  - This approach aims to engage and motivate children in their English learning.
  - It also enables children to deepen their understanding of texts and provides a meaningful context for writing.
- 

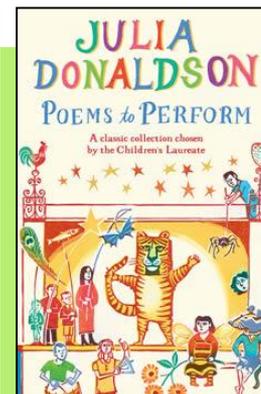
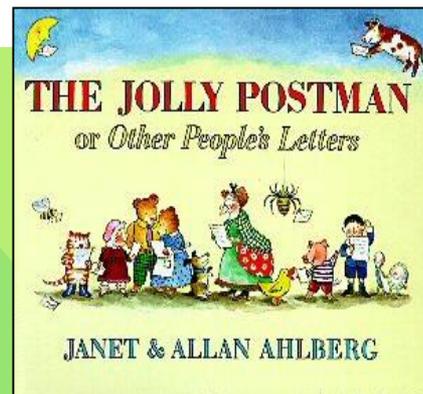
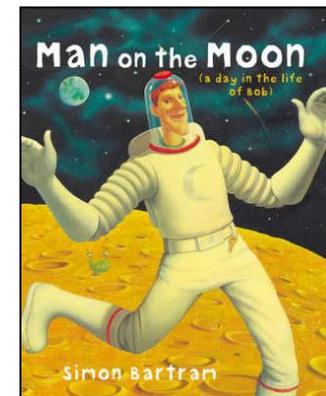
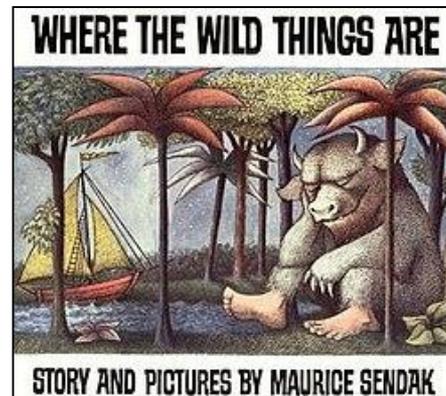
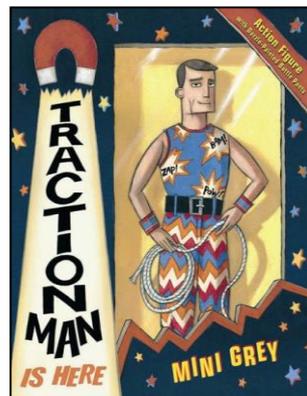
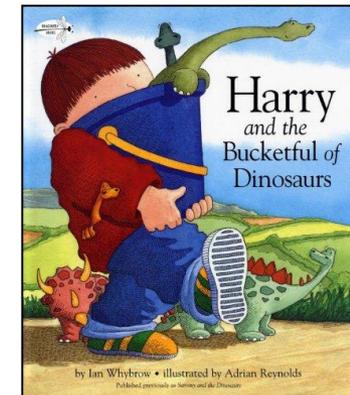
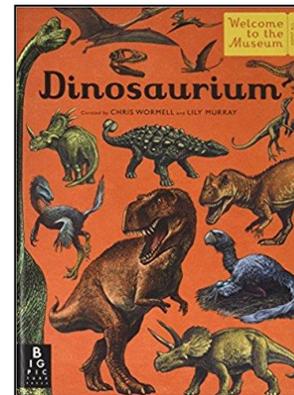
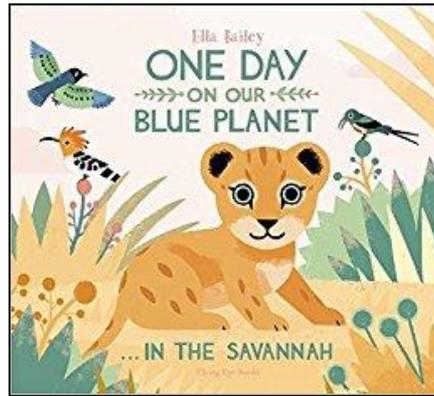
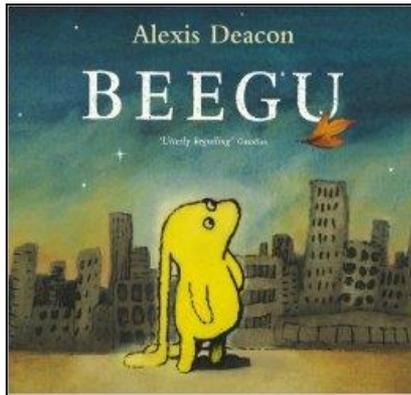
# HOW ARE THE TEXTS USED?

- **A quality text will be used as the basis for shared learning over several weeks.**
- **Children will explore the text through talk.**

“You can’t become a good writer without knowing some good writing. Experienced writers do this ‘automatically’ - they have an internal voice telling them what to do. Inexperienced writers need to explore, learn and practise these skills through talk before they can apply them in their writing.”  
Pie Corbett
- **Children will explore and discuss the text through creative activities e.g. art, drama, role-play etc.**
- **Specific writing outcomes.**
- **Children will also write in a range of genres as part of the unit e.g. they might write a letter in role as a character or write a newspaper recount about the events in the text.**

Children need to be aware that their writing should include a variety of examples of grammar and punctuation that they have been taught. They also need to begin to focus on handwriting and using correct spellings.

# YEAR 1 BOOKS (FROM THE POWER OF READING)



# **DIFFERENT TYPES (GENRES) OF WRITING THE CHILDREN LEARN IN YEAR 1 INCLUDE:**

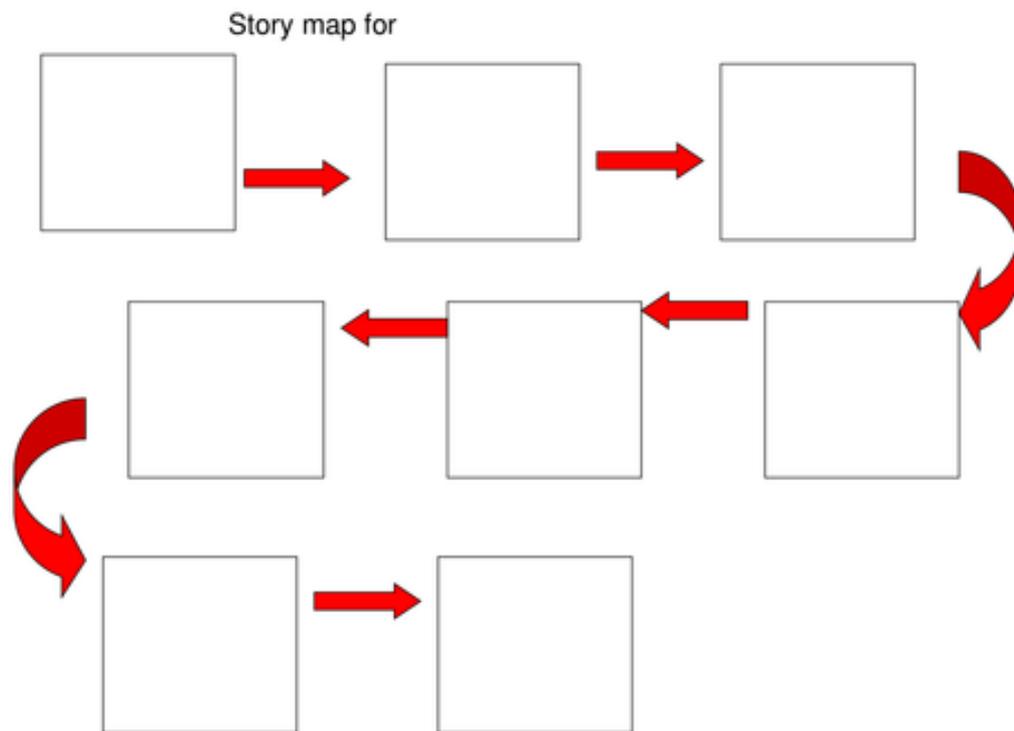
## **Fiction**

- **Narrative (sentence & story writing)**
- **Poetry**
- **Diary writing**
- **Descriptions (character, setting etc.)**

## **Non Fiction**

- **Recounts**
- **Information**
- **Labels/captions**
- **Instructions**
- **Informal and formal letters/postcards**

# STORY PLANNING STRATEGIES



To help children plan their story writing, they are introduced to Story Maps. This involves drawing pictures in sequence. When completed, children are then asked to verbally tell their stories a number of times before they then sit down and write them.



# HOW DO WE ASSESS CHILDREN'S WRITING?

## Assessment Without Levels

The language we use to assess pupils' writing is as follows:

**E = Emerging**

**D = Developing**

**S = Secure**

**M = Mastery**

Children's writing is assessed continuously throughout the year. At the end of each term, however, children are asked to do an independent piece of writing.

To be working at age related expectations (ARE), children should be achieving the following in their writing:

**Year 1 Emerging by the end of the Autumn term**

**Year 1 Developing by the end of the Spring term**

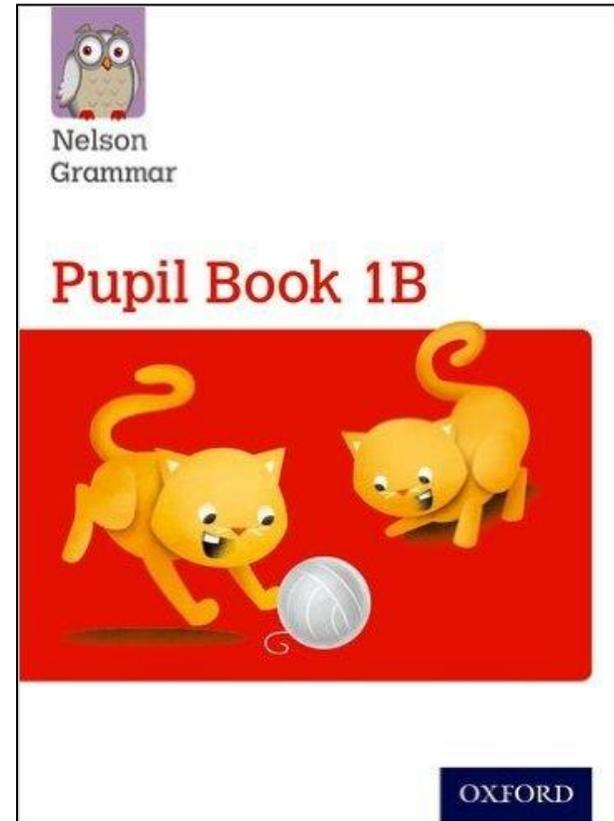
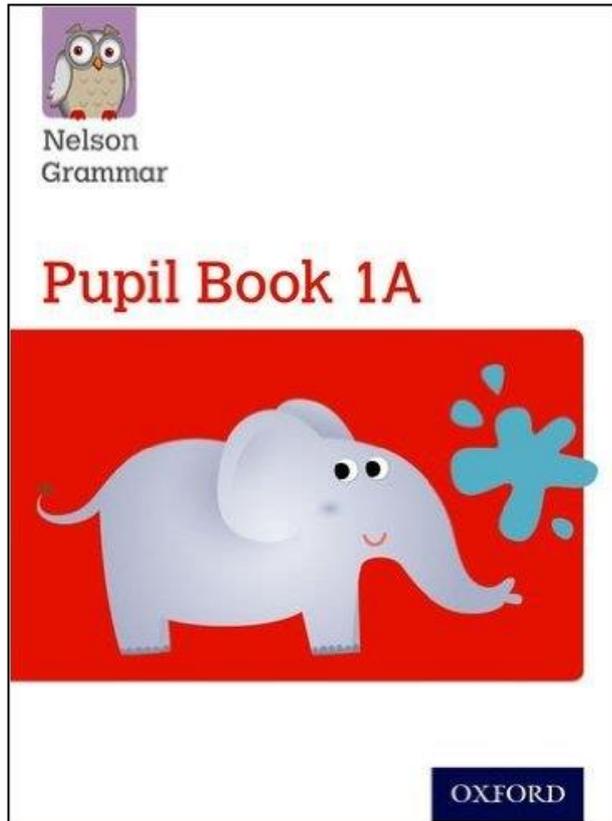
**Year 1 Secure or Mastery by the end of the Summer term**

# WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils should be taught to:

- **Develop their understanding of the concepts set out in English Appendix 2 by:**
  - 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, days of the week, and the personal pronoun 'I'
  - learning the grammar for Year 1 in English Appendix 2
- **Use the grammatical terminology in English Appendix 2 in discussing their writing**

# THE NELSON GRAMMAR SCHEME – YEAR 1



Nelson Grammar enhances and embeds the essential grammar skills for Year 1. By using it, children will learn about nouns, adjectives, verbs, plurals, writing sentences, capital letters, full stops, question marks, exclamation marks, opposites, conjunctions (joining words e.g. 'and'). Having covered these exercises, Year 1 children should then be able to use grammar and punctuation they have learned independently and correctly in their own writing.

# HOW TO HELP AT HOME

- **READ!!** Read with and to your child – all sorts of text, allowing the children to scan the text as you read.
- **Ask lots of questions and make predictions**
- **Extend their vocabulary**
- **Practise spelling homework and revisit it several weeks later**
- **Use Websites**
- **Reinforce our handwriting**
- **Encourage your child to write for pleasure (in sentences).**

# HOW TO HELP AT HOME

- **Take away their fear.**
- **Reassure and praise whenever possible.**
- **Let them see you writing – shopping lists, emails, perhaps even write them a story!**
- **Let them see you make mistakes with your writing! They need to understand that adults are not perfect writers! We have frameworks and starting points to help us too.**
- **Let your children draw and write for fun on their own.**



# What activities can you do at home?



- Write messages on funky post it notes to each other
- Encourage them to keep a diary either for themselves or for their pet/ toy
- Write funny stories and letters to each other
- Regular writing to a relative or close family friend – there is nothing more magical than receiving a letter through the post
- Make it fun – get different coloured paper, pens, chalk, let them use the computer
- Get them to make scrap books on holiday, write postcards
- Write a letter/ diary entry to their friend or teacher about what they have done over the weekend
- Do not focus on their spelling or handwriting too much (I know it's hard!)



# Websites



- <http://www.magickeys.com/books/>
- [www.storybird.com](http://www.storybird.com)
- [www.literacytrust.org.uk](http://www.literacytrust.org.uk)
- [www.topmarks.co.uk/parents/readingtips.aspx](http://www.topmarks.co.uk/parents/readingtips.aspx)
- <http://www.bbc.co.uk/schools/magickey/index.shtml>

A copy of the National Curriculum (English) can be found at:

- [https://www.gov.uk/.../PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/.../PRIMARY_national_curriculum_-_English_220714.pdf)

# Questions?

