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| Close-up image showing the leaf-sides of two oversized books side-by-side on a bookshelf, with additional books in soft focus background |
| English - Writing  Long Term Overview  Year 1 |
| |  |  |  | | --- | --- | --- | | Our Lady and St. Hubert’s Primary School |  | October 18 | |

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Introduction

The following is a long-term overview combining all relevant areas needed to teach English writing within your year group. The document has been split into sections: all of which need careful consideration in order to successfully teach all areas of the English curriculum.

#### Long term planning

In order to develop a ‘unit of work’ teachers should consider the overall text type and how it fits in with their project based learning for that particular term. Once a text type has been selected, teachers should then consider the grammar, spelling and handwriting that is needed, to create an immersive ‘unit’ of work.

Teachers should keep track of units taught, by updating their long-term overview: copies of which will be required by the English Lead.

#### Medium Term Planning

Once decisions have been made on the elements being taught in each unit, teachers should create a medium term plan – showing careful consideration of the grammar and spelling needed. This will aid short term planning and ensure all elements of the English curriculum are taught.

#### Short Term Planning

Weekly plans are to be used alongside medium term planning, so that focused learning objectives can be created for lessons. Example weekly plans can also be found in this document.

#### Assessment

Assessment grids found in this document should be used to assess children’s current level. This should be completed across a range of work and therefore work completed in class should be regularly assessed using bookmarks in Big Writing books.

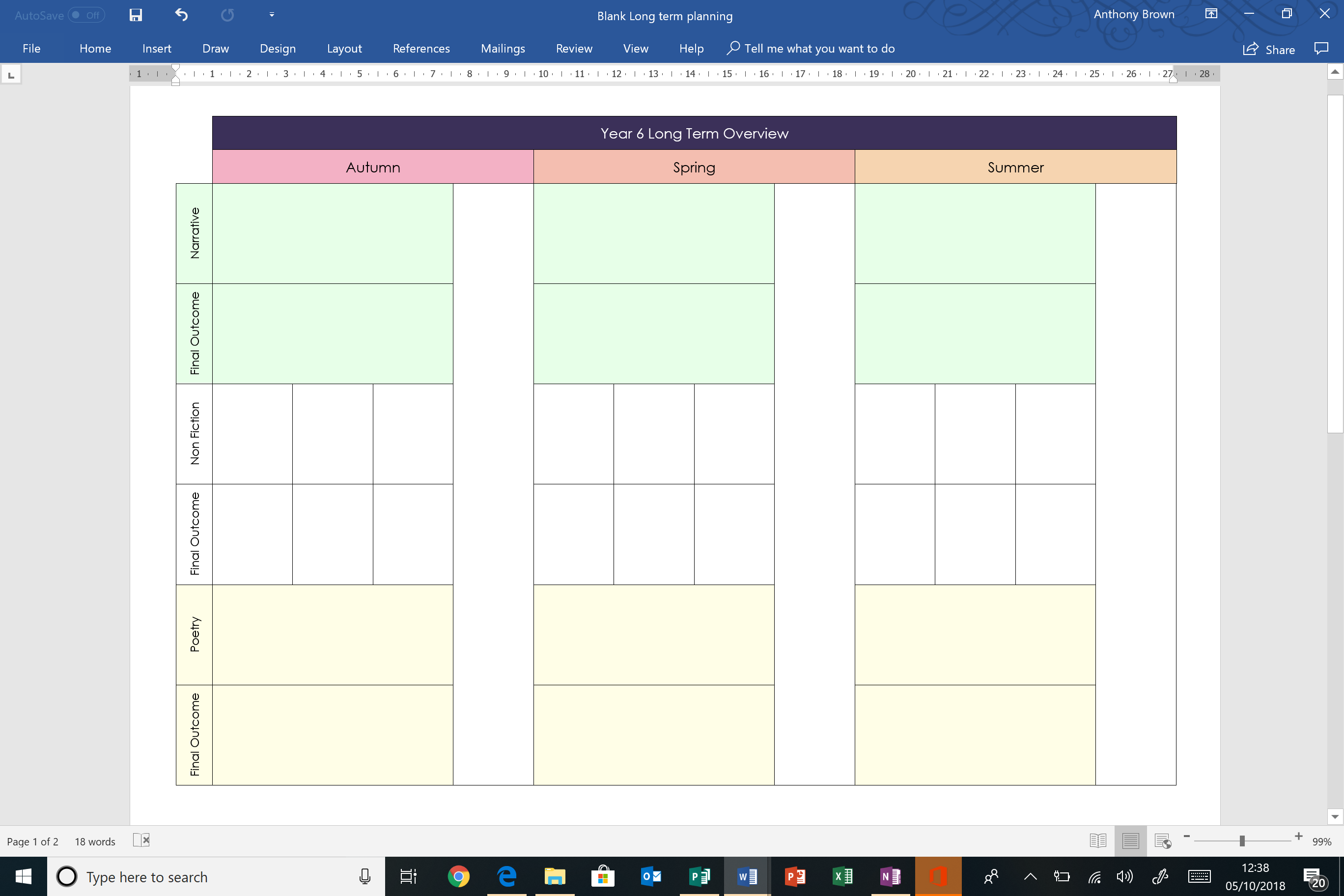
# Long term Planning

Year 1

Long Term Overview

These text types should be covered in detail across the year, but not necessarily in the order below. Choose which unit fits with your PBL and begin to map using the long-term overview on the next page. Long term overview maps, also allocate time for exploration of other text types that fit with the work you are completing in class or for ‘writing for real’ projects. Units do not have to be taught in three week blocks – think carefully about how long needs to be spent on each unit and fit into the long term overview accordingly.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Text type units for Year 1** | | | | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | | | | |
| Traditional tale 1 | Traditional tale 2 | | | Traditional tale 3 | | Stories with repetitive structures | | | Familiar Settings |
| **Non‐fiction** | Instructions | | Recounts | | | Persuasion | | | Information text | |
| **Poetry** | Poems Free verse  (PBL Link) | | | Poems with a structure e.g. rhyme | | | | Classic poetry (appropriate to age)  (Children study/perform) | | |



Grammar Scheme of Work

This document provides a way of approaching and teaching grammar across primary education in a thematic and creative way. The objectives can be taught discreetly, however, they can be taught, practised and reinforced throughout the curriculum, and do not need to be taught in isolation.

*This grammar curriculum is linked to new English National Curriculum and key school resources: Pie Corbett’s Talk for Writing; Grammar for Writing, Rising Stars Grammar, Punctuation and Spelling; Alan Peat’s Get Your Head Around Punctuation (GYHAP) and Alan Peat’s Writing Exciting Sentences (WES).*

|  |  |  |
| --- | --- | --- |
| Year 1 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation) | Stage of year group in which stage would typically be taught and resource to match teaching strategy | |
| Children in this year group should be:  Regularly using Talk for Writing in their literature and cross curricular lessons in order to develop inherent language systems and confidence sounding out sentences.  Working within the RML framework in order to develop spelling, writing and reading skills.  Be able to access writing opportunities, in a variety of contexts, throughout the year. | | |
| **Vocabulary:** build on EYFS learning and begin to use vocabulary for effect and purpose. Make careful vocabulary choices and use basic vocabulary correctly in spoken and written sentences e.g. *The fury koala bear snoozed.*  **Sentence grammar:** Reinforce basic accurate sentence structure and begin to use regularly. Use different types of sentences e.g. questions, exclamations, statements and commands.  **Spelling:** children are using phonic strategies to help them spell unfamiliar words. Fluency and accuracy with common high frequency words is showing positive development and progress.  **Punctuation:** punctuation to mark sentences – full stops, capital letters and question marks – is used consistently in teaching and now expected in writing. | | |
| To reread own writing and check whether it makes sense. | | Year 1  *(Reinforced through Talk 4 Writing)* |
| To expect reading to make sense and check if it does not. | | Year 1  *(Reinforced through Talk 4 Writing)* |
| Expectations regarding finger spaces and handwriting increased. Children to use specially designed handwriting sheets for literacy and writing if necessary. | |  |
| To read aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.  *Talk for Writing framework to be used within literacy units to develop children’s oral rehearsal* | | Year 1 |
| To use capital letters for the personal pronoun “I”, for names and for the first word in a sentence  To end a sentence with a full stop. | | Year 1  GYHAP page 9 |
| Children to write compound sentences using *and/but.* | | Year 1 (low)  *(Reinforced through Talk 4 Writing)* |
| Children to use similes to describe characters *e.g. Superman is as fast as a rocket.* | | Year 1 (low)  WES page 15  *(Reinforced through Talk 4 Writing)* |
| Children to be showing more confidence and regular use of adverbial openers (‘ly’ openers), e.g. *Suddenly,* *Quickly, Joyfully, Happily.* | | Year 1 (low)  *(Reinforced through Talk 4 Writing)* |
| Children know the different types of sentences, why we use different sentence types and the punctuation linked to different sentences *e.g. questions – question mark and exclamations – exclamation mark.* | | Year 1  *(Reinforced through Talk 4 Writing)*  GYHAP page 29, 23 and 9 |
| Children’s use of simple connectives is secure and begin to use more varied connectives *e.g. While, When, Or, So, Because, Then etc.*  *The boys ran to the park so they could play on the swing.*  *Dragons can breathe fire and they can fly.*  *Castles can have a king or a queen.*  This will inevitably lead children to creating complex sentences and this should be encouraged in Talk 4 Writing sessions. “*who” sentences*  *Once upon a time there were three bears, who lived in a cottage.* | | Year 1  *(Reinforced through Talk 4 Writing)*  WES pages 11 and 63  WES pg 31 |
| Children to begin using connectives as openers *e.g. While, When, Where...*  *While I was in the park, I saw a beautiful flower.* | | Year 1 (high)  *(Reinforced through Talk 4 Writing)* |
| Expectation regarding simple sentences is increased and children expected to begin to develop simple sentences *e.g. The knight was brave >The knight was very brave and strong ... or ... The knight was very brave when fighting the horrible dragon.* | | Year 1 |
| Build upon knowledge of determiners from Reception: *the, my, your, their, some, ours, lots of, many, all etc.* | | Year 1 |
| Children to begin to recognise the difference between written and spoken language in writing. Children to use speech bubbles to represent speech. Higher ability to be introduced to speech marks. | | Year 1 lower  Speech marks – higher. |
| Introduce children to language devices: alliteration and onomatopoeia (although children do not need to know that technical term onomatopoeia)  *Onomatopoeia: e.g. Splash, Boom, Crash, plop, crunch etc.*    *Alliteration: The creepy castle. The beautiful butterfly.* | | *(Reinforced through Talk 4 Writing)* |
| Children use repetition for rhythm or description:  Rhythm:  e.g. The boy walked and he walked and he walked  Description:  E.g. *The castle was big... the castle was huge.*  *The bear was hairy and the bear was scary.* | | *(Reinforced through Talk 4 Writing)* |

Spellings

The following is a list of spellings for the year group. All rules must be taught across the year, so no gaps are created. Spellings should be selected carefully so that they relate with the English unit being taught – careful consideration should be given to possible links with any *Project Based Learning.* Resources for each week can also be found in the English area of Sharepoint.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | | | | | |
| **Common Exception Words** | | | | | |
| 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. | | | | | |
| **Spelling rules/ Patterns** | | | | | |
| 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  **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)  How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat] | | | | | |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck** | **The /ŋ/ sound spelt n before k** | **Division of words into syllables** | **-tch** | **The /v/ sound at the end of words** | **Adding s and es to words (plural of nouns and the third person singular of verbs)** |
| The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. |  | Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. | English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’. | If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es. |
| Off  Well  Miss  Buzz  back | Bank  Think  Honk  sunk | Pocket  Rabbit  Carrot  Thunder  sunset | Catch  Fetch  Kitchen  Notch  hutch | Have  Live  give | Cats  Dogs  Spends  Rocks  Thanks  catches |

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| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word** | **Adding –er and –est to adjectives where no change is needed to the root word** | **ai, oi** | **ay, oy** | **a–e** | **e–e** |
| –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on | The digraphs ai and oi are virtually never used at the end of English words. | ay and oy are used for those sounds at the end of words and at the end of syllables. |  |  |
| hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper | grander, grandest, fresher, freshest, quicker, quickest | rain, wait, train, paid, afraid oil, join, coin, point, soil | day, play, say, way, stay boy, toy, enjoy, annoy | made, came, same, take, safe | these, theme, complete |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **i–e** | **o–e** | **u–e** | **ar** | **ee** | **ea (/i:/)** |
|  |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e. |  |  |  |
| five, ride, like, time, side | home, those, woke, hope, hole | June, rule, rude, use, tube, tune | car, start, park, arm, garden | see, tree, green, meet, week | sea, dream, meat, each, read (present tense) |

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| --- | --- | --- | --- | --- | --- |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **ea (/ɛ/)** | **er (/ɜ:/)** | **Er (/ə/)** | **ir** | **ur** | **oo (/u:/)** |
|  |  |  |  |  | Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo |
| head, bread, meant, instead, read (past tense) | (stressed sound): her, term, verb, person | (unstressed schwa sound): better, under, summer, winter, sister | girl, bird, shirt, first, third | turn, hurt, church, burst, Thursday | food, pool, moon, zoo, soon |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **oa** | **oe** | **ou** | **ow (/aʊ/) (/əʊ/) ow ue ew** | **ie (/aɪ/)** | **Ie (/i:/)** |
| The digraph oa is very rare at the end of an English word. |  | The only common English word ending in ou is you. | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo. |  |  |
| boat, coat, road, coach, goal | toe, goes | out, about, mouth, around, sound | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw | lie, tie, pie, cried, tried, dried ie | chief, field, thief |

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| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **igh** | **or** | **ore** | **aw** | **au** | **air** |
|  |  |  |  |  |  |
| high, night, light, bright, right | for, short, born, horse, morning | more, score, before, wore, shore | saw, draw, yawn, crawl | author, August, dinosaur, astronaut air | air, fair, pair, hair, chair |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **ear** | **ear (/ɛə/)** | **are (/ɛə/)** | **Words ending –y (/i:/ or /ɪ/)** | **New consonant spellings ph and wh** | **Using k for the /k/ sound** |
|  |  |  |  | The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun). | The /k/ sound is spelt as k rather than as c before e, i and y. |
| dear, hear, beard, near, year | Bear, pear, wear | bare, dare, care, share, scared | Very, happy, funny, party, family | dolphin, alphabet, phonics, elephant when, where, which, wheel, while | Kent, sketch, kit, skin, frisky |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **Adding the prefix –un** | **Compound words** |  |  |  |  |
| The prefix un– is added to the beginning of a word without any change to the spelling of the root word. | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own |  |  |  |  |
| unhappy, undo, unload, unfair, unlock | football, playground, farmyard, bedroom, blackberry |  |  |  |  |

Handwriting

Handwriting is a complex skill involving a wide range of cognitive, linguistic, perceptual and motor abilities. It is a skill that children rarely acquire spontaneously. Even with expert tuition, it usually takes some time to perfect. As the child progresses through school, the requirement to write legibly and fluently increases considerably and the cost of being unable to do so also increases. Children need to be encouraged to adapt the correct pencil grip and writing posture from the start of their school life. They also need regular and constant opportunities to learn, practice and apply specific handwriting skills.

##### Whole school practice

* Daily practice of handwriting.
* Same language (in line with Letter Join) to be used in each year group – short, tall and tail
* Joining is to follow Letter Join scheme and Hand Writing policy.
* Letter Join interactive whiteboard resources, workbooks and worksheets to be used to support main teaching tool.
* Pencils to be of a good quality and sharp. High expectations regarding pencils. Children should not be completing work with blunt pencils.
* Where handwriting is displayed, it should be of a high quality. Letter join font is to be used for displays.
* Letter formation is to follow the progression policy outlined in this section.

##### Teaching time:

Handwriting practice should, in varying forms, take place DAILY where possible (games, English lesson starters, handwriting sessions etc.). More formal taught handwriting sessions need to be built in to the EYFS framework and timetable. They should also, be discretely built in to and taught through the KS1 and KS2 timetable.

#### FOUNDATION:

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following:

* Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
* Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
* Letter learning to familiarise letter shapes, formation and vocabulary.

#### KS1:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

* Gross and fine motor skills exercises.
* Cursive handwriting reinforcement, learning and practice.
* Numerals, capitals and printed letters: where and when to use, learning and practice.

KS2:

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

* Cursive handwriting re-enforcement.
* Form-filling/labelling using printed and capital letters.
* Dictation exercises to teach the need for quick notes and handwriting at speed.

One morning session per week should be a taught handwriting session to encourage a positive and calm start to the day. Following sessions can be planned in after lunch time break spelling session for 15 minutes or planned in to another area of the school timetable. English/grammar/reading comp lessons can also start with handwriting games/practice to warm children’s thinking up.

# Teaching strategies and expectations:

#### EYFS

* Concentrate on letter formation including verbalisation of how to form letters (see appendix)
* Lots of initial mark making and opportunities to explore mark making.
* Use of Letter Join’s SMART board resources to develop muscular strength, coordination and recognition of letter formation.
* Use of thicker triangular pencils for all children initially until motor skills sufficiently developed to use a normal school pencil.
* By the end of Year R children should be to: Use a pencil, and hold it effectively to form recognisable letters [with ‘kicks’/’flicks’], ***most*** of which are correctly formed and apply their writing in exercise books.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* Embed approach of “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.

#### KEYSTAGE 1

* Write legibly using upper and lower case letters with correct joins.
* Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
* Leave the correct space between words.
* Form capital letters and use where appropriate.
* Form numerals that are consistent in size and sit on the base line.
* Begin to form printed letters and understand when they are used.
* Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

#### Y1

* Continuation of YR strategies. Ensure consistency is maintained with “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.
* Handwriting books introduced at the appropriate time.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions) used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### Y2

* As for Y1
* Change to narrower line guides
* Introduce joining and can practice sounds/letters for split diagraphs and two letters one sound joins.
* Pens can be used when all letters are correctly formed, work is consistently neat and letters joined in all curriculum areas
* Children sent to SMT or English coordinator for celebration of their achievement before being allowed to use a pen.
* Less able/SEN may still need to use specialist lined paper.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### KEY STAGE 2

Improve quality, speed and stamina of handwriting.

***Quality*:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

***Speed*:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take ‘quick notes’ at a faster pace.

***Stamina*:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

#### Y3

* Continue all the above.
* Change to narrower line guides.
* High expectations regarding letter formation and presentation in books – handwriting is not an independent activity and should be applied.
* High expectations in class mean progress should be evident and poor handwriting practice never just ‘accepted’.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y4/5

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y6

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* Handwriting should be applied throughout the curriculum and be a chance to explore different grammar, spelling, punctuation or creative writing techniques.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

*Handwriting is predominantly assessed during writing and is an important facet of overall writing effectiveness. Teachers however, should be assessing children’s needs/standards of presentation in all lessons – not just writing.*

*Targets/reporting of progress in handwriting should be included in parental reports if necessary.*

Pupils should be encouraged to self-assess and peer assess handwriting during literacy and handwriting lessons.

**www.letterjoin.co.uk**

**Username: huberts**

**Password: b688ed**

Handwriting Progression

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| **Progression through school regarding correct letter formation:** |
| Children will initially start with mark making and will need to practice certain pattern formations, which will naturally support good pen grip development, fine motor skills and pen control. IT will also feed in to the next stage which is letter formation. The key patterns are:    RML’s letter formation does not align with the initial un-joined letter formation in Letter Join. Therefore, it is important in EYFS and nursery that we introduce a two pronged “How we read it” and How we write it!” way of looking at and using letters/words.  The first letters children will see will be in line with RML  http://ecx.images-amazon.com/images/I/41ZaZIwHbBL.jpg  When we are modelling in class, focusing on/teaching handwriting, exploring letter formation, then we need to use the Letter Join font and Letter Join formation to exemplify pre-cursive and cursive letter formation.  *All letters are available at Letter Join.com and on the school’s computers.*  *Pre-cursive:*  *Cursive:*  abcdefghijklmnopqrstuvwxyz  Capital Letters:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  Numerals:  1 2 3 4 5 6 7 8 9 0  In terms of joined writing, all teachers and pupils should be working towards exemplifying the following cursive style:  The quick brown fox jumps over the lazy dog. |

Assessment

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| The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.  A pupil’s writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil’s attainment overall. A teacher’s professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.  A pupil’s writing which teachers use to make judgements must be produced independently.  If a pupil is not meeting **all**of the requirements for ‘Not Yet Met’, then they are classed as ‘Working Towards’. Further guidance on children working below this level can be found below. Children working below these standards should be assessed using P levels. |
| **Foundations for the expected standard - PKF** |
| ***The pupil can, with the support of the teacher:***   * write phonetically plausible ‘cvc’ words which can be read by self and others. * beginning to form recognisable lower case letters * produce sequences of letters and in some cases words, going left to right * write the correct letter in response to hearing some sounds of the alphabet |
| **Early development of the expected standard - PKE** |
| ***The pupil can, after discussion with the teacher:***   * write the correct letter in response to hearing each sound of the alphabet * produce sequences of letters and in some cases words, going left to right * segment simple spoken words into phonemes and write the graphemes corresponding to those phonemes |
| **Growing development of the expected standard - PKD** |
| ***The pupil can, after discussion with the teacher or through scaffolding:***   * write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning) * form most lower-case letters in the correct direction, starting and finishing in the right place * use spacing between words (the teacher may remind the pupil to do this) * spell correctly some familiar words, such as their own name. * Begin using interesting words for effect. * Begin to attempt to use full stops (even if incorrect place) and/or capital letters. |

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| **Not Yet Met - NYM** | | | | | | | |
|  | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** |  |  |  |  |  |  |  |
| begin to write sentences to retell a story or personal experience |  |  |  |  |  |  |  |
| show some use of capital letters and full stops |  |  |  |  |  |  |  |
| use phonetically-plausible attempts for spelling |  |  |  |  |  |  |  |
| begin to form lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |  |
| begin to form lower-case letters in the correct size relative to one another in some of the writing |  |  |  |  |  |  |  |
| begin to use spacing between words. |  |  |  |  |  |  |  |
| **Mastery - MAS** | | | | | | | |
|  | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** |  |  |  |  |  |  |  |
| write sentences that are sequenced to form a short narrative |  |  |  |  |  |  |  |
| write about real events with prompts |  |  |  |  |  |  |  |
| demarcating some sentences with capital letters and full stops |  |  |  |  |  |  |  |
| show awareness of question marks |  |  |  |  |  |  |  |
| begin to show awareness of past and present tense |  |  |  |  |  |  |  |
| using some co-ordination (or/ and / but) |  |  |  |  |  |  |  |
| segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically-plausible attempts |  |  |  |  |  |  |  |
| forming lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |  |
| forming lower-case letters in the correct size relative to one another in some of the writing |  |  |  |  |  |  |  |
| using spacing between words |  |  |  |  |  |  |  |
| **Greater Depth - GD** | | | | | | | |
|  | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** |  |  |  |  |  |  |  |
| write simple, coherent narratives about personal experiences and those of others (real or fictional) |  |  |  |  |  |  |  |
| demarcating sentences with capital letters and full stops mostly correctly |  |  |  |  |  |  |  |
| begin to use question marks accurately |  |  |  |  |  |  |  |
| begin to use past and present tense correctly |  |  |  |  |  |  |  |
| use co-ordination and some subordination ( or / and / but / when / if / that / because ) |  |  |  |  |  |  |  |
| Spelling many common exception words\* |  |  |  |  |  |  |  |
| Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. |  |  |  |  |  |  |  |
| Using spacing between words that reflects the size of the letters |  |  |  |  |  |  |  |

# Medium term Planning

Year 1

