

St. Augustine's Writing Curriculum (based on curriculum expectations for Year 1)

Writing across a range of texts - Composition

Sentence Structure and Punctuation

- orally rehearse sentences
- read own writing aloud clearly for others to hear and discuss, and re-read what they've written to check sense and attempts to edit for sense
- retains and transcribes own sentence a key phrase at a time, maintaining the sense most of the time
- leaves spaces between words
- uses single clause sentences to recount own experiences in writing
- join words and clauses with the conjunction 'and'
- punctuates many single-clause sentences using a capital letter and a full stop, question mark or exclamation mark
- punctuates multi-clause sentences, which use the coordinating conjunctions 'and, but, because' (GDS)
- uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use past, present and future accurately in speech and begin to incorporate these in their writing

Effect on Audience

- re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event
- discusses what they've written with the teacher or other pupils
- acts out stories and portrays characters and their motives
- writes simple non-fiction text types linked to topics of interest/study or to personal experience (e.g. recount, explanation using the language of texts read as models for own writing)

Text Organisation

- sequences sentences to form short narratives and simple non-fiction text types
- writes own version of a familiar story using a series of sentences to sequence events
- writes complete stories with a simple structure: beginning – middle – end
- decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events
- includes story language and patterns e.g. one day, then, next, suddenly, in the end
- uses time words to aid sequencing e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)
- makes some choices of appropriate vocabulary
- conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding
- assembles information on a subject within own experience, e.g. food, pets
- lists words and phrases to describe details of first hand experiences using the senses
- uses simple features correctly e.g. greeting in a letter, numbers in a list...
- uses 'because' to provide reasoning
- independently chooses what to write about
- plans and develops own imaginative ideas, e.g. magical wishes
- Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: letter, capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Writing across a range of texts - Transcription

Handwriting

- sits correctly at a table, holding a pencil comfortably and correctly
- forms many lower-case letters, capital letters and digits 0-9 correctly and in the correct direction, starting and finishing in the right place i.e. middle or top, with a flick on the end with some difference between upper and lower-case letters
- understands which letters belong to which handwriting 'families' (e.g. h/n, a/g, a/e etc), and clearly distinguishes between similar looking letters
- makes distinctions in most writing between ascenders and descenders and other 'between the line' letters

Spelling

- spells many common exception words relating to the Y1 curriculum statements correctly
- Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way
- spells the days of the week

