



Year 1

English Curriculum Document

Developing Writing

Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Book Talk sessions for reading.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

Lesson structure for Autumn and Spring

| Lesson structure |
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| Date and Marking Grid <ul style="list-style-type: none">• Transcription of date and sticking in of marking grid – may be supported as needed• Lesson subheadings - may be supported as needed |
| Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued letter formation rehearsal |
| Word writing <ul style="list-style-type: none">• Heading in books – <u>Word Writing</u>• Recap of writing words with known GPCS• May be dictated words or may be labels to accompanying images |
| New Learning <ul style="list-style-type: none">• Teaching – I do The new skill or concept is introduced and explained by T with example.• Guided practice – we do Heading in books – <u>We Do</u> In books pupils complete a further example guided by the teacher• Independent– you do Heading in books – <u>You Do</u> In books pupils independently complete the task |

Summer 1 Lesson structure

| Lesson structure |
|---|
| Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils can add lesson subheadings |
| Formation <ul style="list-style-type: none">• Continued letter formation rehearsal – now likely to be application in words not just individual letters |
| Skill review <ul style="list-style-type: none">• Quick review of skill taught over the year – punctuation application, word class identification, rehearsal of adding pre fix/ suffixes |
| New Learning <ul style="list-style-type: none">• Following the structure of: teaching, guided practice, independent practice/application (I do, we do, you do) |

Summer 2 Lesson structure

| Lesson structure |
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| Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils can add lesson subheadings |
| Formation <ul style="list-style-type: none">• Continued letter formation rehearsal – now likely to be application in words not just individual letters |
| Skill review <ul style="list-style-type: none">• Quick review of skill taught over the year – punctuation application, word class identification, rehearsal of adding pre fix/ suffixes |
| New Learning <ul style="list-style-type: none">• Following the structure teaching, guided practice, independent practice/application (I do, we do, you do) over the week<ul style="list-style-type: none">○ Tuesday – I do, we do – idea generation○ Wednesday – you do – idea generation○ Thursday I do, we do – composition○ Friday – You do - composition |

Autumn 1

Structure

| Autumn 1 | | |
|------------------------------------|---|---|
| Focus on Phonic application | | |
| Week | Content | Additional notes |
| 1 | <ul style="list-style-type: none"> • Handwriting • Sounds recap | <ul style="list-style-type: none"> • Red Lane Way focus • Teaching presentation expectations in books • Class phonics sessions |
| 2 | <ul style="list-style-type: none"> • Distinguishing upper and lower case • Knowing letter names | <ul style="list-style-type: none"> • RWInc groups to begin • Teaching presentation expectations in skills books |
| 3 | <ul style="list-style-type: none"> • Transcribing dictated captions using known GPCs | <ul style="list-style-type: none"> • Reinforce presentation expectations in skills books |
| 4 | <ul style="list-style-type: none"> • Speed sounds session • Formation • Word Writing | <ul style="list-style-type: none"> • Phonics based English – enhanced support |
| 5 | <ul style="list-style-type: none"> • Speed sounds session • Formation • Word Writing | |
| 6 | <ul style="list-style-type: none"> • Speed sounds session • Formation • Word Writing | |
| 7 | <ul style="list-style-type: none"> • Speed sounds session • Formation • Word Writing | <ul style="list-style-type: none"> • RWInc assessment week |

Weekly structure week 1

Week 1 begins with a focus on letter formation and presentation. The daily session will take place in handwriting books and follow the session structure of a handwriting session (see handwriting policy).

Weekly structure week 2

Week 2 begins with a focus on letter formation and presentation through the weekly handwriting session being taught on the Monday. The remaining sessions for the week focus on identification and formation of upper and lowercase letters and the transcription of dictated words using known GPCS.

Weekly structure weeks 3-7

Phonics assessments are reviewed by the end of week 3. The Reading Lead groups the pupils in Y1 according to the GPCS pupils know. Pupils participate in a further phonics session where the application of GPCS are applied to writing. This enhanced support is carefully planned to include additional speed sounds sessions, additional letter formation practice and tasks to apply of GPCS to write words and/or captions.

Our current enhanced support plan looks as follows:

| 1 | 2 | 3 |
|--------------------------------------|--|---------------------------------------|
| Speed sounds session | Speed sounds session | Speed sounds session |
| Formation | Formation | Formation |
| Word writing | Word writing | Word writing |
| Fred Talk games Book Talk session | 1:1 flashcard reading Further word reading practice | Application of writing/ grammar focus |

Autumn 2

Structure

| Autumn 2 | | |
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| Week | Content | Additional notes |
| 1 | <ul style="list-style-type: none"> • Introducing nouns • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | <ul style="list-style-type: none"> • RWInc groups to begin |
| 2 | <ul style="list-style-type: none"> • Introducing adjectives • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | |
| 3 | <ul style="list-style-type: none"> • Introducing verbs • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | |
| 4 | <ul style="list-style-type: none"> • Nouns & CL for people, places, days of the week and I • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | |
| 5 | <ul style="list-style-type: none"> • Adjectives • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | |
| 6 | <ul style="list-style-type: none"> • Verbs • Transcribing dictated sentences using known GPCs and punctuation • Composing own sentences using known GPCs and punctuation | |
| 7 | <ul style="list-style-type: none"> • Consolidation week | <ul style="list-style-type: none"> • RWInc assessment week |
| 8 | <ul style="list-style-type: none"> • Consolidation week | <ul style="list-style-type: none"> • Class phonics sessions |

Weekly structure weeks 1-6

Over weeks 1-6, the weekly lesson structure is repeated. Consolidation weeks (week 7 and 8) allow for flexibility to revisit aspects as required.

| Weekly Structure | |
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| Monday | <ul style="list-style-type: none"> • Weekly handwriting session • Reinforcement of presentation and handwriting expectations |
| Tuesday | <ul style="list-style-type: none"> • Word focus – identifying word types, transcribing dictated words, sorting through recording in lists |
| Wednesday | <ul style="list-style-type: none"> • Reading decodable sentences and identifying word type |
| Thursday | <ul style="list-style-type: none"> • Transcribe dictated sentences using known GPCs and identify word type |

Friday

- Composition of own sentences using known GPCs and identify word type