



# Bramhope Primary School

## English- Writing Road Map



### Year 1

#### 1. Spelling:

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
  - Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back*.
  - Divide words into syllables, e.g. *pocket*.
  - Spell words with the /v/ sound at the end of words, e.g. *have, live, give*.
  - Add s and es to words, e.g. *thanks, catches*.
  - Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.
  - Spell words with vowel digraphs.
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  - Add the prefix –un.
  - Spell some Year 1 common exception words.
  - Spell days of the week.
  - Name the letters of the alphabet in order.
  - Use letter names to distinguish between alternative spellings of the same sound.
  - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
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- **Spell most Year 1 common exception words.**
  - **Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think*.**
  - **Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch*.**
  - **Add –er and –est to adjectives where no change is needed to the root word.**
  - **Spell words ending –y (/i:/ or /ɪ/), e.g. *happy*.**
  - **Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel*.**
  - **Spell words using k for the /k/ sound, e.g. *Kent*.**
  - **Spell compound words, e.g. *farmyard, bedroom*.**

#### 2. Handwriting and Presentation:

- Sit correctly at a table and hold a pencil correctly.
- Hold a pencil with an effective grip.
- Form most lower-case letters correctly – *starting and finishing in the right place, going the right way round, correctly oriented*.
- Form digits 0-9 correctly.
- Form capital letters correctly.
- Practise forming letters in handwriting families:
  - 'Long ladders' – i, j, l, t, u,
  - 'One armed robots' – b, h, m, n p, r
  - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s
  - Zig-zag letters – k, v, w, x, y, z
- **Have clear ascenders ('tall letters') and descenders ('tails').**

### 3. Composition:

- Orally plan and rehearse ideas.
- Sequence ideas and events in narrative.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Compose and sequence their own sentences to write short narratives.
- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions*.
- Use formulaic phrases to open and close texts.
- Discuss their writing with adults and peers.
  
- **Sequence ideas and events in non-fiction.**
- **Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*.**

### 4. Vocabulary, grammar and punctuation:

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.**

- Say, and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with spaces.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Use capital letter for the personal pronoun *I*.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use the joining word *and* to link words and clauses.
- Make singular nouns plural using 's' and 'es' e.g. *dog, dogs; wish, wishes*.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. *helping, helped, helper*.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.
  
- **Extend range of joining words to link words and clauses using *but* and *or*.**