

ROE GREEN INFANT SCHOOL

YEAR 1 WRITING WORKSHOP

BECOMING READERS AND WRITERS

- **Before children can learn to read and write, they need to develop their understanding of the English language. For all of us, this happens through talk.**
- **Through talk we learn new vocabulary and the knowledge of how to structure sentences.**
- **In school we encourage the children to talk in a variety of situations.**

A YOUNG CHILD NEEDS TO ...

- Have ideas of what to write
- Hold these ideas in their head
- Control a pencil or pen
- Try to get letters round the right way and the right way up
- Try to match the right sound to the right letter/s
- Keep the handwriting even and legible
- Think about word order and grammar
- Get the punctuation right
- Try and use the best words in the best place

And that is just the start!!

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)**

Within these 2 dimensions children are taught how to plan, revise and evaluate their writing.



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:**
 - 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

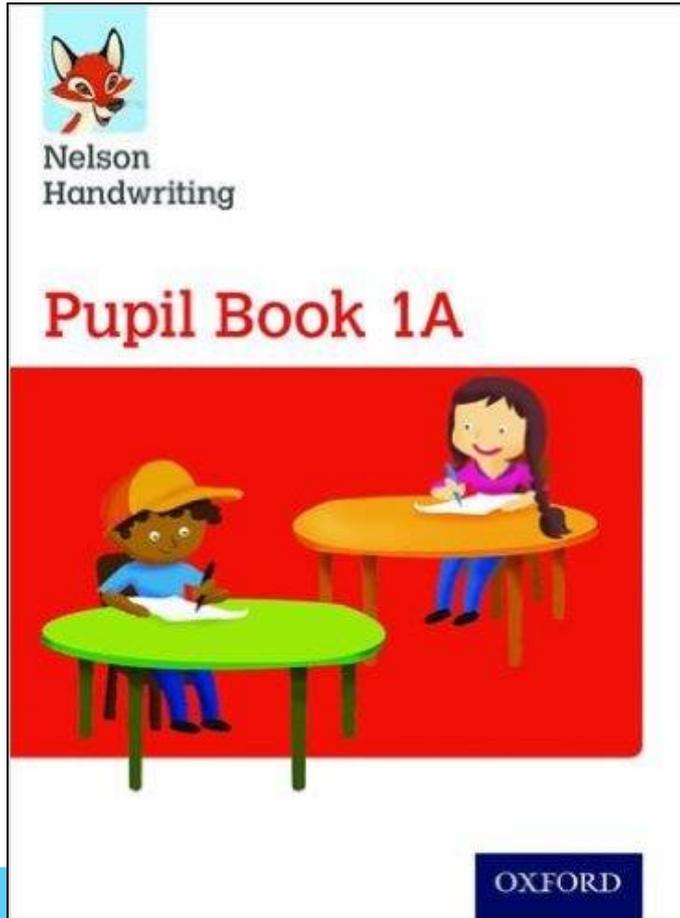
WRITING - TRANSCRIPTION

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



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UNIT 1



C

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

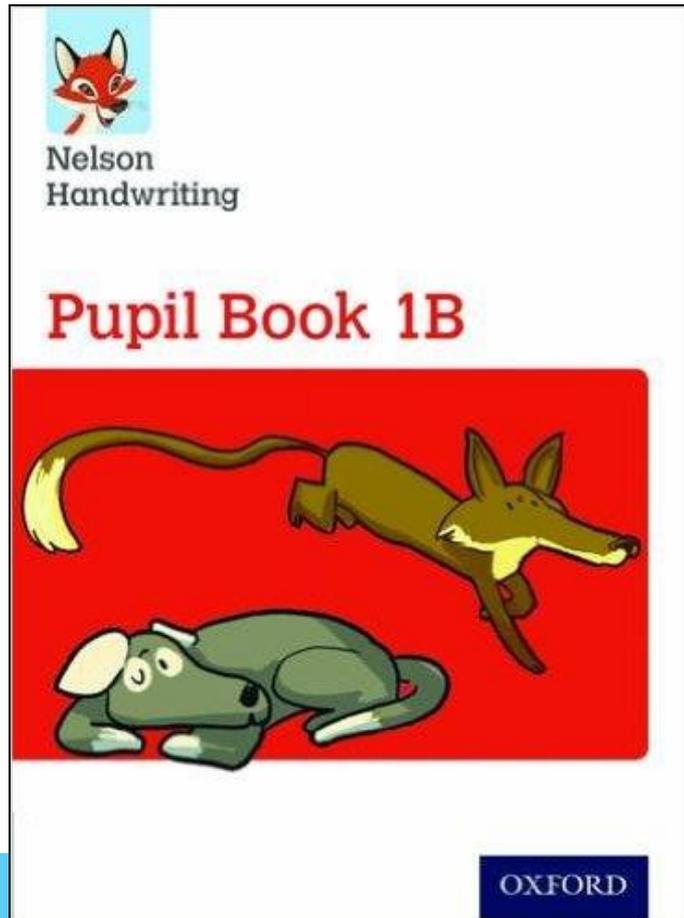
Remember, all letters start at the top, except 'd' and 'e'.



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

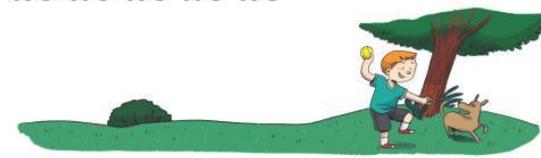
A Copy this pattern into your book.

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

Year 1 children will also 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.**

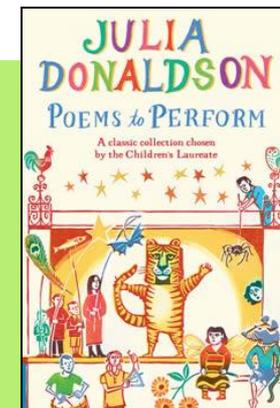
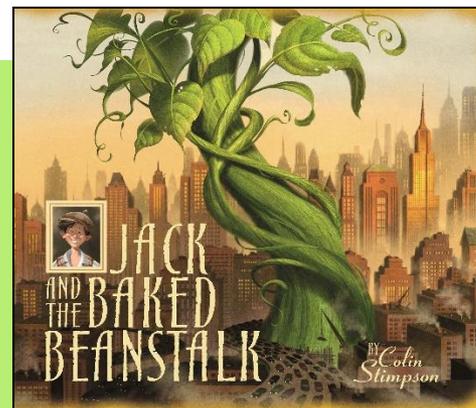
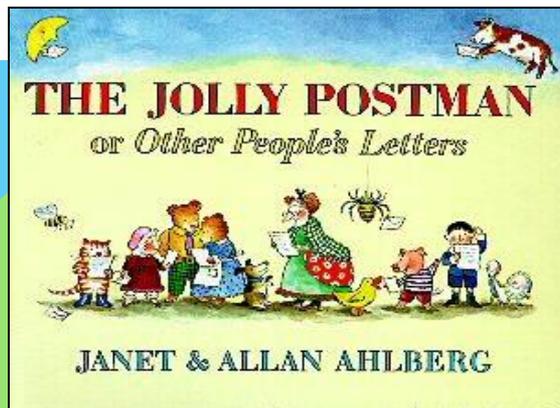
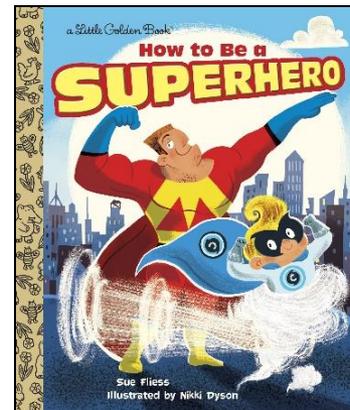
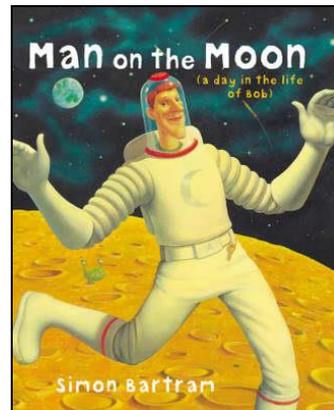
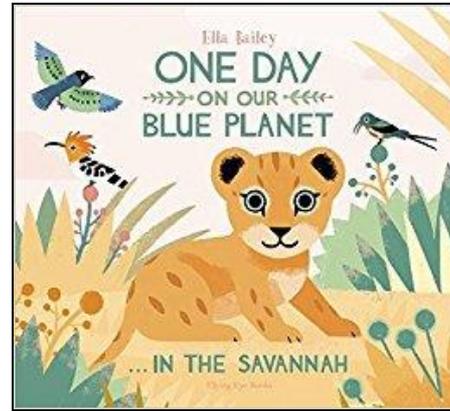
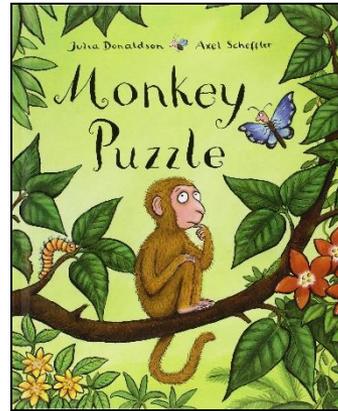
TEXTS AND HOW THEY ARE USED

- **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 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



TALK FOR WRITING

The basis for the Talk for Writing approach is, 'If you can say it, you can write it'.

There are five stages:

THINK IT

SAY IT

WRITE IT (using phonic and word knowledge)

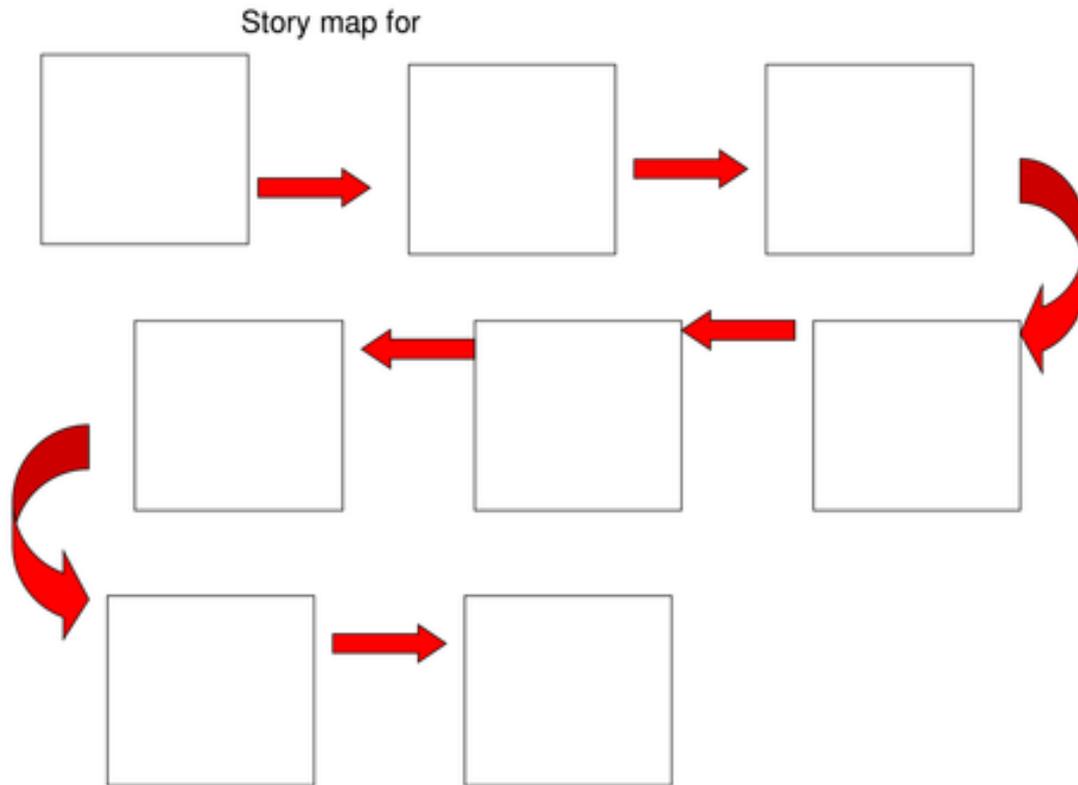
READ IT (check for capital letters, full stops, finger spaces, check for spelling and grammar)

LIKE IT

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

- Narrative (sentence & story writing)
- Diary writing
- Descriptions (character, setting etc.)
- Recounts
- Information
- Labels/captions
- Instructions
- Informal and formal letters/postcards

STORY PLANNING STRATEGIES



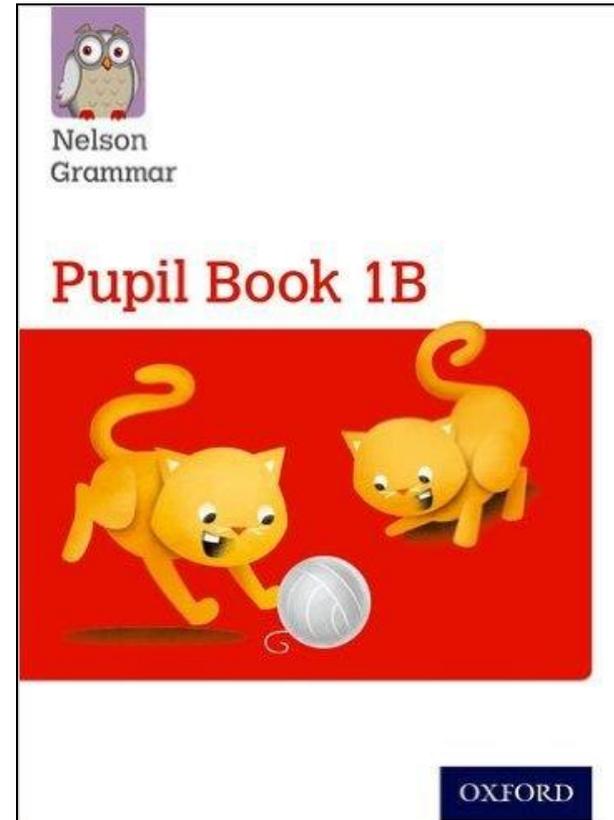
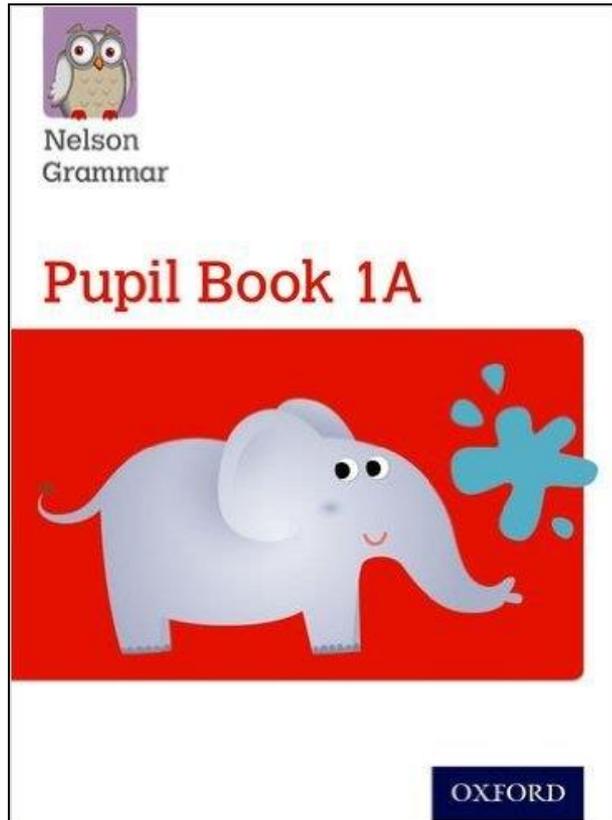
To help children plan their story writing, they are introduced to Story Maps. This involves drawing pictures in sequence. When completed, children are then asked to verbally tell their stories a number of times before they then sit down and write them.

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.

VOCABULARY, GRAMMAR & PUNCTUATION

What is a sentence?

- A sentence is a group of words which expresses a complete thought.
- A sentence has three main characteristics:
 - It starts with a capital letter
 - It ends with a full stop, exclamation mark or question mark.
 - It must contain at least one main clause with a subject and a verb that expresses a complete thought.

For example...

- The rotting **banana** has **stained** John's reading book.
- Did **you see** the fly swimming in your cup of tea?
- **I** cannot **believe** that you have eaten the last muffin!

There are 4 types of sentences:

Statement

A statement is a sentence which tells you something. It ends with a full stop.

e.g. A rainbow has seven colours. They are beautiful to look at.

Question

A question is a sentence which asks you something. It ends with a question mark.

e.g. Would you like a cup of tea?

Command

A command is a sentence that tells you to do something. They are often urgent or 'bossy' and can be quite short. They can end with a full stop or an exclamation mark.

e.g. Put your shoes away.

Tidy up your bedroom!

Exclamation

An exclamatory sentence is used when someone is surprised. It starts with 'How' or 'What' and contains a noun and a verb. They end with an exclamation mark .

e.g. How exciting P.E. was today!

What sharp teeth you have!

Help!

NOUNS

A noun is a naming word. It can name a person, a place or a thing.

- Some nouns are **common nouns** – they name objects and things e.g. cow, pencil, carrots, school etc.
- Some nouns are **proper nouns** – they name individual people, places or organisations e.g. London, Mrs Smith, Andrew, Roe Green Infant School etc.

PLURAL NOUN SUFFIXES

We can add 's' or 'es' to a noun to show the plural

e.g. dog → dogs

wish → wishes

EXPANDED NOUN PHRASES

An expanded noun phrase adds more detail to the noun by adding one or more adjectives. An adjective is a word that describes a noun.

e.g. a huge tree, some colourful sweets, the large, royal castle

ADJECTIVES

An adjective is a word that describes a noun. Adjectives can come before or after a noun.

e.g. It was a terrible book.

The book was terrible.

VERBS

A verb is an action word. It describes what someone or something is doing.

e.g. The man kicked the ball.

The girl lay on the bed.

ADVERBS

Adverbs are used to modify the verbs within a sentence. They usually end with 'ly'.

e.g. The man quickly kicked the ball.

The girl lay silently on the bed.

SUFFIXES

In Year 1, we add suffixes to verbs where no change to the root word is needed.

e.g. help → helped – helping – helper
quick → – quickest

PREFIXES

In Year 1, we look at how the prefix 'un' changes the meaning of verbs and adjectives.

Using 'un' before a root word negates the verb or adjective.

e.g. kind → unkind

tie → untie

PAST AND PRESENT TENSE

We can identify whether a piece of writing is in the past or present tense by looking at the verbs.

Adding 'ed' to verbs:

e.g. jump → jumped

hop → hopped

Irregular verbs:

e.g. run → ran

swim → swam



COMPOUND WORDS

A compound word is made when two words are formed to make one word. Both words must make sense on their own.

e.g. hair and brush → hairbrush

ham and burger → hamburger

foot and ball → football

HOMOPHONES

Homophones are words that sound the same but have different meanings and are spelled differently.

e.g. pair/pear

great/grate

to/too/two

there/their/they're

CONJUNCTIONS

A conjunction is a word that is used to join clauses in a sentence.

e.g. and, but, because

CO-ORDINATE CLAUSES

This is where two main clauses are joined together by a conjunction. These conjunctions are usually **and**, **but**, **so**.

If you take away the conjunction, both parts of the sentence will still make sense on their own.

e.g. I wanted to go to the park *but* it was raining.



HOW TO HELP AT HOME

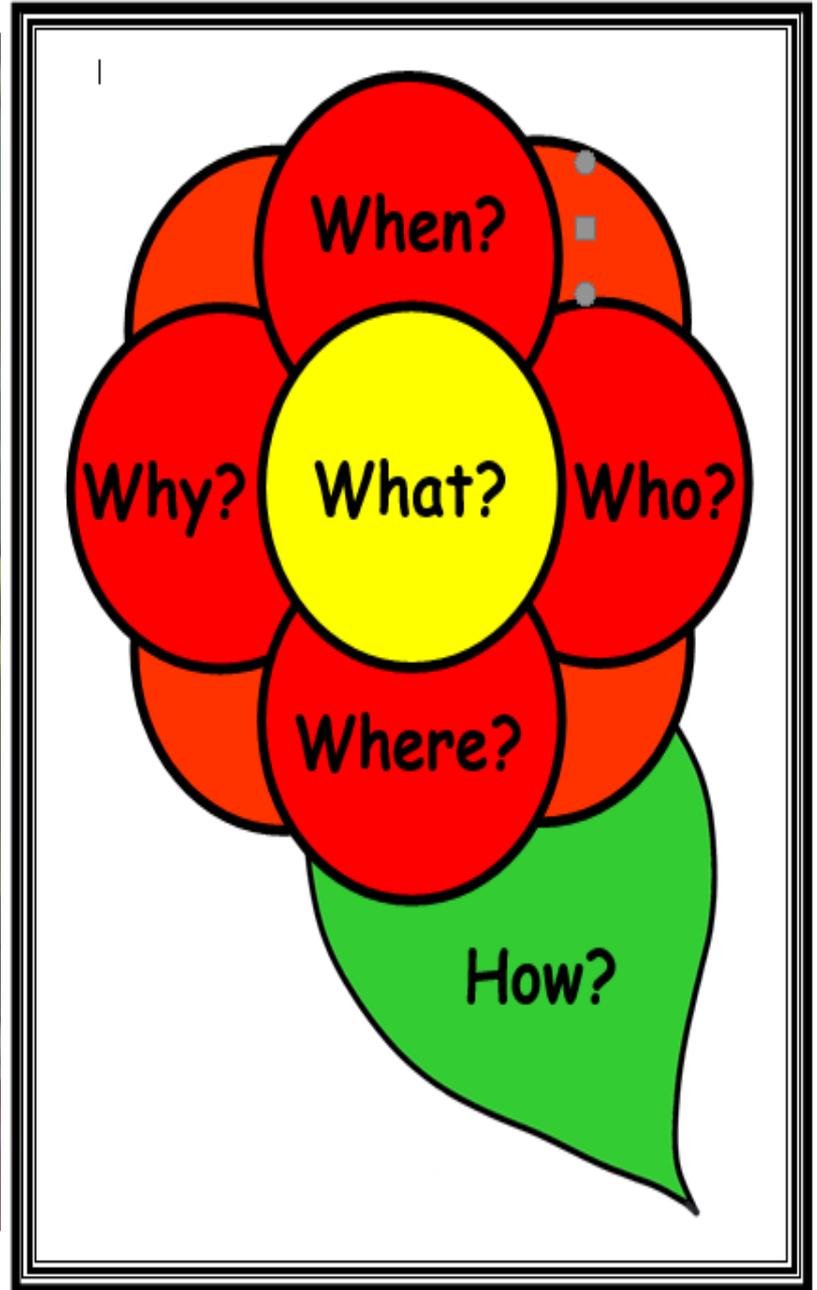
- **READ!! Read with and to your child – all sorts of text, allowing the children to scan the text as you read.**
- Ask lots of questions and make predictions.
- Extend your child's vocabulary when talking with them by introducing new words and use them within context.
- Read stories to your child and explain new words which you come across.
- Encourage, reassure and praise all mark making.
- Take away their fear.
- 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 can you see?

How does it make you feel?



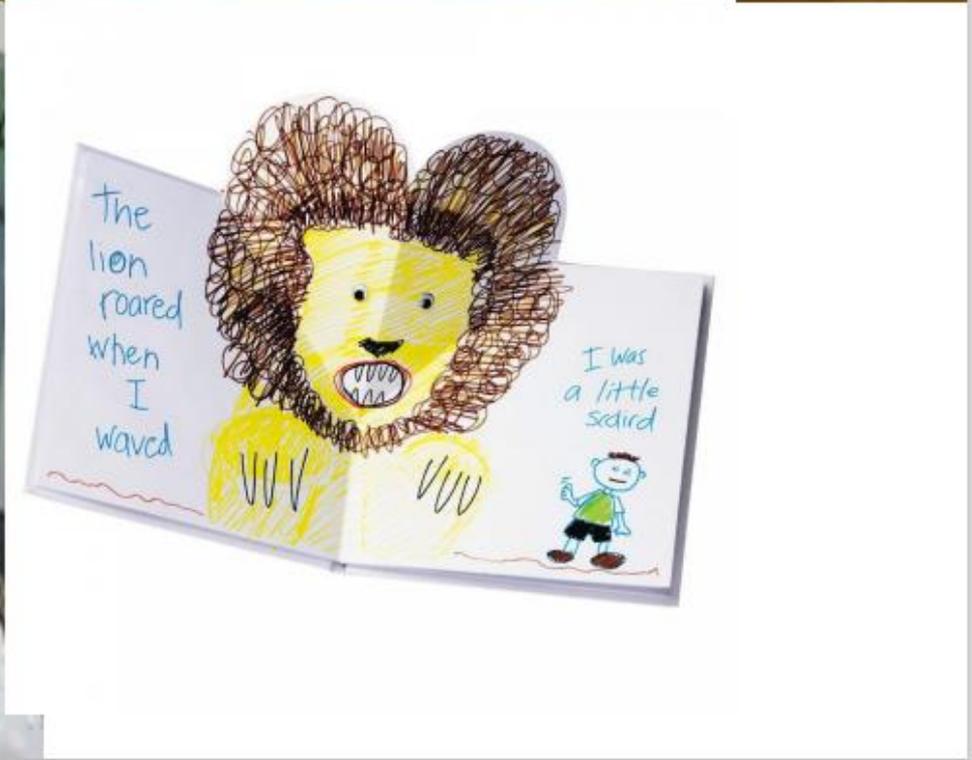
What was the illustrator's intention?

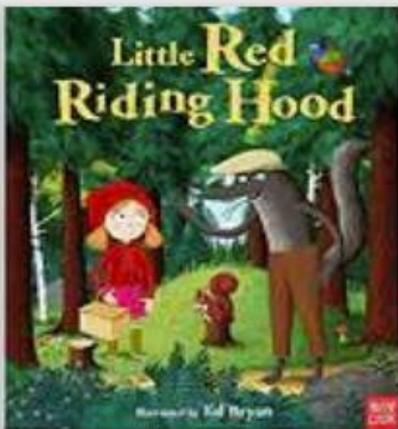


HOW TO HELP AT HOME

You can provide opportunities to support the development of writing:

- Menus
- Lists
- Cards
- Letters
- Instructions e.g. recipes, how to make a ...
- Story maps
- Stories
- Diaries
- Poems
- Word games and puzzles
- Comics
- Making books
- Book reviews





Likes



Dislikes



Puzzles



Connections



HOW TO HELP AT HOME

Spelling

- Support their knowledge of phonics and encourage them to use their phonics when segmenting and blending for spelling – say, ‘Just have a go’/’Use your phonics.’
- Practise spelling words from school little and often. See if you can think of other words with the focus phoneme/grapheme as an extension activity.
- Revisit spelling words several weeks later.
- Teach ‘tricky’ words.
- Try to avoid ‘copy writing’.

HOW TO HELP AT HOME

Handwriting

- Encourage and support the correct pencil grip from an early age
- Ensure your child is sat at a table appropriately
- Make sure letters are formed correctly and are of appropriate size
- Check your child can distinguish between upper and lower case letters (use lower case first as this will help them identify the sounds).
- Make children aware of spaces between words and the direction of print when reading to and with child

NELSON HANDWRITING

The joining sets

Set 1

a c d e h i k l m
n s t u

Twelve letters with exit flicks plus s.

Set 2

a c d e g i j m n o
p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t

Six letters which start at the top of the ascender.

Set 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

HOW TO HELP AT HOME

Composition

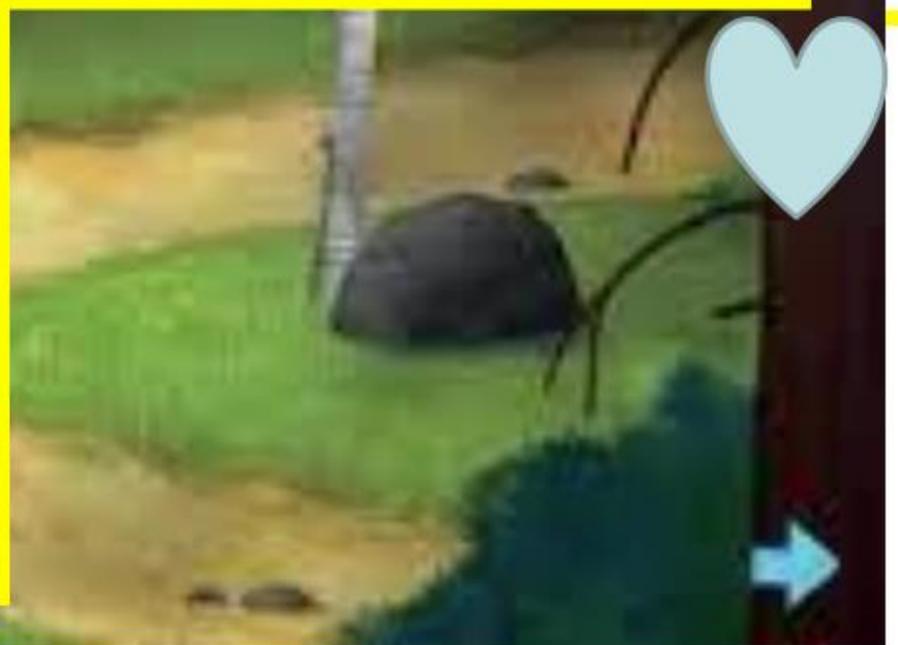
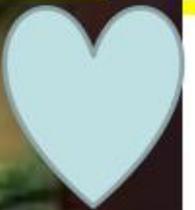
- Look for opportunities to write – thank you letters, diaries, shopping lists, invitations, holiday postcards
- Model your writing with your child so that they can see its purpose; shopping lists, to do lists etc.
- Support homework and projects - be aware of the writing going on in the class
- Make up little books which children can write their own stories in
- Encourage your child to write longer, more detailed sentences using their spelling words e.g. vocabulary choices, adjectives, adverbs, the conjunction 'because'
- Invest in a simple Thesaurus (Year 2)
- Make it fun – get different coloured paper, pens, chalk, let them use the computer
- Write messages on funky post it notes or emails to each other
- Write funny stories and letters to each other
- Encourage them to keep a diary either for themselves or for their pet/toy
- Write a letter/diary entry to their friend or teacher about what they have done over the weekend
- If they've seen a film they loved, they could write a recount of the film



DRAMA

e.g. acting out the story





To know how to describe a setting using adjectives



Dark, scary forest



Describing a Setting

Ideas for Year 1 children may include:

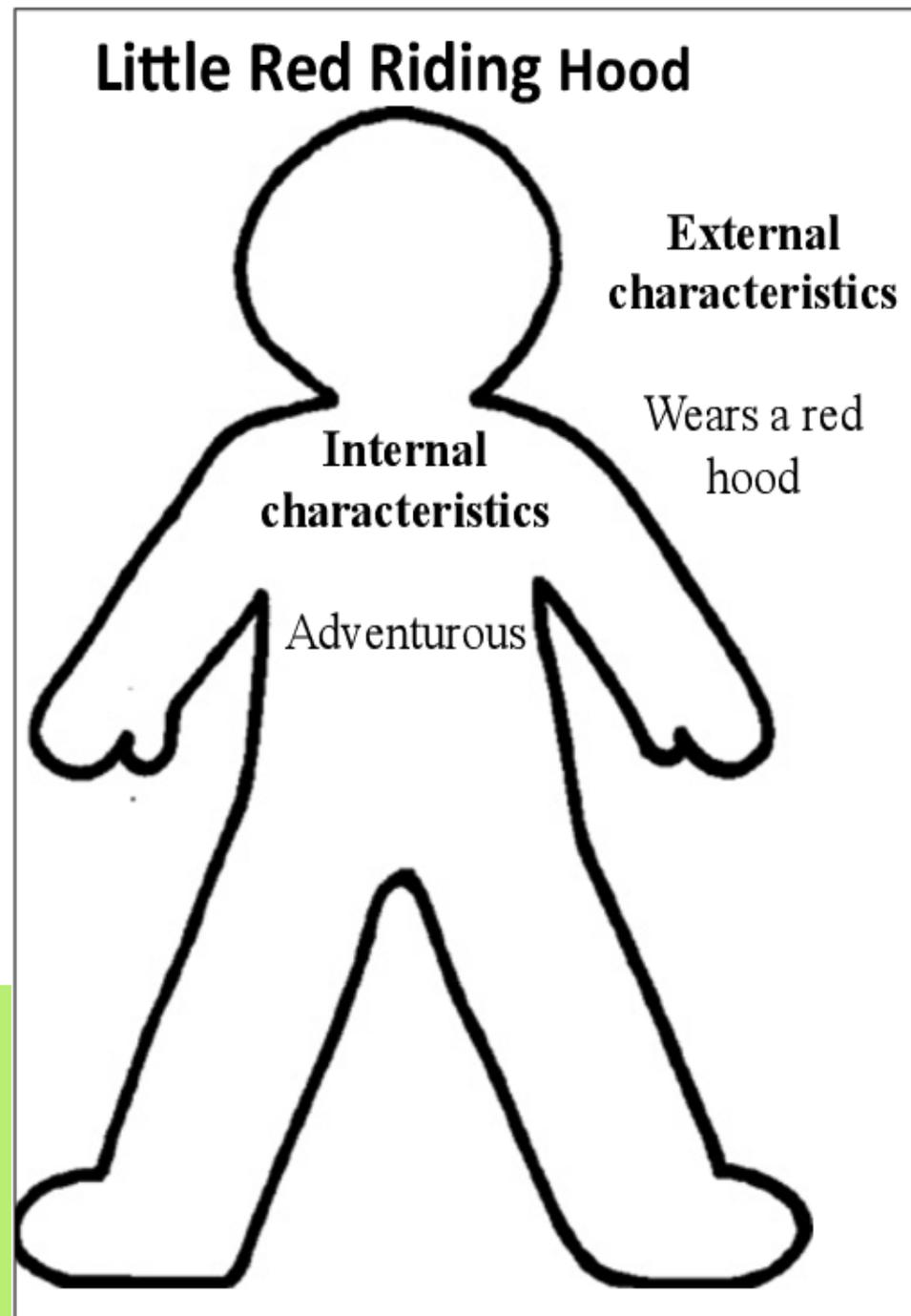
I **SHOULD** use some expanded noun phrases, e.g. tall, dark trees

I **MUST** use *adjectives*, e.g. *erie*



Role on the Wall

- Words or phrases describing the character are written directly onto the drawing.
- You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.
- You can vary the approach, for example known facts can be written around the silhouette, and thoughts and feelings inside





HOW TO HELP AT HOME

BAN BORING SENTENCES

We can help the children develop their sentences by thinking about vocabulary (e.g. adjectives) and grammar (e.g. conjunctions, punctuation, varied sentence starters) etc.

The cat went along the wall.

The *fluffy, ginger* cat *crept* along the *stone* wall.

The *fluffy, ginger* cat *crept* along the *stone* wall *because* it was spying on a tasty looking bird.



HOW TO HELP AT HOME

BRAINSTORM WORD ALTERNATIVES

- **SAID** → argued, squawked, rambled, called, yelled, whispered, screamed, shouted, declared, told etc.

YOUR TURN!

How many words can you think of for brainstorm alternatives for **NICE**?

NICE → pleasant, likeable, agreeable, charming, delightful, friendly, kindly, good-natured, engaging, sympathetic, understanding, good etc.



Ways of developing vocabulary

23
 angry
 furious
 outraged
 exasperated
 infuriated
 vexed

157
 cold
 chilly
 frosty
 wintry
 icy
 frigid

Sanderson
 sad
 gloomy
 depressed
 miserable
 heartbroken
 glum
 forlorn
 somber



Websites



- <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- <http://www.ictgames.com/lcwc.html>
- <https://www.theschoolrun.com/creative-writing-for-children>
- <https://home.oxfordowl.co.uk/kids-activities/creative-writing/>

ON-LINE STORIES

- <http://www.magickeys.com/books/>
- <http://www.bbc.co.uk/cbeebies/stories/>

GOOD WRITERS...

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

Questions?

