Year 1 Writing Overview 2025/26

Autumn									
	Phonics Focus	**Transcription Focus**	**Learning objective**	**L1**	**L2**	**L3**	**L4**	**L5**	**Must haves**
Week 1	Please insert ELS link	Pencil grip (Modelled writing and dictation)	To use a tripod pencil grip SC: I can use pinchy fingers I can sit with a straight back and feet on the floor					FWF	Daily reminders of the '4 ps' Reminders of pattern and letter formation including starting points
Week 2		Posture (Modelled writing and dictation)	To sit with the correct posture SC: I can use pinchy fingers I can sit with a straight back and feet on the floor					FWF	Daily reminders of the '4 ps' Reminders of pattern and letter formation including starting points
Week 3		Pencil grip (Modelled writing and dictation)	To use a tripod pencil grip SC: I can use pinchy fingers I can sit with a straight back and feet on the floor					FWF	Daily reminders of the '4 ps' Reminders of pattern and letter formation including starting points
Week 4		Posture (Modelled writing and dictation)	To sit with the correct posture SC: I can use pinchy fingers I can sit with a straight back and feet on the floor					FWF	Daily reminders of the '4 ps' Reminders of pattern and letter formation including starting points
Week 5		Circles: c o a d g e (Modelled writing and dictation)	To form the letter __ correctly SC: I can start my letter in the correct place I can use a tripod grip I can sit with a straight back and feet flat on the floor	c	o	a	d	FWF	T/TA constantly checking formation Introduce corresponding CL Provide picture bank/ picture books for able writers
Week 6		Circles: c o a d g e (Modelled writing and dictation)	To form the letter __ correctly Continue to use the above SC	g	e	coadge	coadge	FWF	
Week 7		Verticals: h b l (Modelled writing and dictation)	To form the letter __ correctly	h	b	l	hbl	FWF	
Week 8		Short verticals: k l j	To form the letter __ correctly	k	l	j	klj	FWF	
Week 9		Review families: Circles: c o a d g e/ Verticals: h b l/ Short verticals: k l j							In review weeks, children who are not secure in these formations must be part of an intervention.
Week 10		mmmmm loops: r n m p	To form the letter __ correctly	r	n	m	p	FWF	
Week 11		Squares: t u y	To form the letter __ correctly	t	u	y	tuy	FWF	
Week 12		Waves: e f s	To form the letter __ correctly	e	f	s	efs	FWF	
Week 13		Zigzags: v w x z	To form the letter __ correctly	v	w	x	z	FWF	
Week 14		Review: mmmmm loops: r n m p/ Squares: t u y/ Waves: e f s/ Zigzags: v w x z							

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Spring 1									
	Phonics Focus	**Transcription Focus/ SPaG/ Composition**	**Learning objective**	**LI**	**L2**	**L3**	**L4**	**L5**	**Must haves**
Week 1		Review families: Circles: c o a d g e/ Verticals: h b l/ Short verticals: k l j			Circles	Verticals	Short verticals	FWF	Children who are not secure in these formations must be on a 1:1 intervention.
Week 2		Review: mmmmm loops: r n m p/ Squares: t u y/ Waves: e f s/ Zigzags: v w x z		Mmm loops	Squares	Waves	Zigzags	FWF	
Week 3			To use capital letters at the start of a sentence and a full stop at the end.	CL				FWF	T/TA constantly checking formation Introduce corresponding CL Modelled writing of focus on display Key vocabulary on display + word banks Provide picture bank/ picture books for able writers
Week 4		Include dictation/ correcting given mistakes *i becomes I*	To use capital letters for names	CL for names	CL for names	CL for personal pronoun I	CL for personal pronoun I	FWF	
Week 5		Narrative: language modelled which forms a story using sequential sentences	To link sentences using first, next, then, after, and finally/ in the end. Whole class dictation model					FWF based on oracy story	
Week 6		Narrative: language modelled which forms a story using sequential sentences	To write a short story SC: link sentences using first/then etc Orally rehearse my sentence before I write it Whole class independent T/TA with groups who aren't ready					FWF based on oracy story	
Spring 2									
	Phonics Focus	**Transcription Focus/ SPaG/ Composition**	**Learning objective**	**LI**	**L2**	**L3**	**L4**	**L5**	**Must haves**
Week 1		Review	Assess letter formation over the week						Daily recap on sentence types T/TA constantly checking formation Modelled writing of focus on display Key vocabulary on display + word banks
Week 2		Sentence types: statement, command, question, exclamation. Understand the content and purpose of each sentence. *A question uses a question word and needs and answer/ A command is instructional language using 'bossy verbs'.*	-to know that a statement ends in a full stop - to know that a question ends with a question mark - to know that a command uses 'bossy' verbs and ends in a full stop (NOT an exclamation) -to know that and exclamation mark can be used for How and What sentences: *What a beautiful day! How amazing is that!*						
				Do it – *circle the question sentence etc* Secure it- *add the correct punctuation to the end of each sentence* Deepen it- *Write independent sentences*					

			-to use ? . ! for a range of sentence types						
Week 3		Collectively use the punctuation through a sequence of sentences. *First the boy went to the shop. Can I have some sweets? he asked.* *Show me your pocket money. You have got 20p, how amazing is that!*	-to use a full stop correctly -to use a question mark correctly -to use a bossy verb and a full stop correctly -to use an exclamation mark correctly					FWF	Daily recap on sentence types T/TA constantly checking formation Modelled writing of focus on display Key vocabulary on display + word banks
Week 4		Transcription of days of the week.	To spell days of the week correctly Meerkat Mail	LO: To know that days of the week have capital letters	Monday Tuesday	Wednesday Thursday	Friday Saturday Sunday	FWF Days of the week story focus	Daily singing of the days of the week song Modelled writing of focus on display Key vocabulary on display + word banks
Week 5		Write sentences that are sequential (not just stand alone). Continue to model and use punctuation for different sentence types.	To use days of the week to link sentences SC: spell days of the week correctly Use the days in the correct order Whole class independent T/TA with groups who aren't ready	Do it: cloze procedure Secure it: dictated Deepen it: indpependent	Do it: cloze procedure Secure it: dictated Deepen it: indpependent	Do it: cloze procedure Secure it: dictated Deepen it: indpependent	Do it: cloze procedure Secure it: dictated Deepen it: indpependent	FWF Days of the week/ First then next story focus	Daily recap on sentence types T/TA constantly checking formation Modelled writing of focus on display Days of the week song Key vocabulary on display + word banks
Summer 1									
	Phonics Focus	**Transcription Focus/ SPaG/ Composition**	**Learning objective**	**L1**	**L2**	**L3**	**L4**	**L5**	**Must haves**
Week 1		Review	Assess letter formation and capital letters, full stops over the week						

Week 2		Write sentences that are sequential (not just stand alone) **based on a familiar story.** Continue to model and use punctuation for different sentence types. Read a range of stories and study composition Introduce story mountain planning sheet to map out story (do not use a boxing up grid).	LO: To write a short story SC: link sentences using days of the week Spell days of the week correctly Orally rehearse my sentence before I write it Whole class independent T/TA with groups who aren't ready	Use a stimulus to inspire where their MC goes in their story *i.e. Come With Me by Linde Faas*					T/TA constantly checking formation Modelled writing of focus on display Days of the week song Key vocabulary on display + word banks
Week 3		Write sentences that are sequential (not just stand alone) based on a familair story. Continue to model and use punctuation for different sentence types. Use story mountain planning sheet to map out story (do not use a boxing up grid).	LO: To write a short story SC: link sentences using days of the week Spell days of the week correctly Orally rehearse my sentence before I write it Whole class independent T/TA with groups who aren't ready						
Week 4		Real-life recount village walk link/ city centre After trips, use the event to write a recount.	LO: to use adverbs of time to sequence events SC: I know an adverb of time tells the reader when something happened: *Yesterday, On Monday, This morning, Later, In the end* I can use them in the correct order I know that then, next, after come in the any order in the middle OR stick to First, Then, Next, Later, Finally if that is easier.	Ordering adverbs of time e.g images of a school day Sequence pictures/ label with adverb	Walk around school – Sequence pre made photos of specific places visited and orally rehearse to class i.e.: *This morning we went on the trim trail. Then we ran on the field. Later I saw some pretty flowers. In the end we had our snack under the tree.*	Write sentences about walk around school. Chn who are not ready must work with T/TA			
Week 5		Familiar story recount i.e Traction Man After trips, use the event to write a recount.	LO: to use adverbs of time to sequence events SC: I know an adverb of time tells the reader when something happened:						

			Yesterday, On Monday, This morning, Later, In the end I can use them in the correct order I know that then, next, after come in the any order in the middle OR stick to First, Then, Next, Later, Finally if that is easier.						