

I am a clever writer.



End of September

January




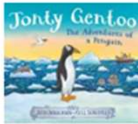


Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

HARBORNE PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 1

Spring 1

Ongoing Skills - Correct any misspelt Year 1 Common Exception Words. Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)

		Science- Seasonal changes – Animal groupings			Geography – Hot and cold locations	
Text and Genre	Retell – The Lion Inside	Retell - One Snowy Night	Animal visitor – Recount	Jonty Gentoo – Retell	Retell – Catch it! (Literacy Shed)	Lost and Found – Retell
						
Year 1 Genre Progression	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Chronological order Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)

Writing spine created linked to topics in school.

Picture books used across the whole school to ensure low cognitive load.

How do we teach writing.

Skills lessons

Children learn the new skill and practice in the context of the book.

Embed lessons

Children embed the new skill / skills with previous skills.

Star write

Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.

I do, we do, you do.

Star words

Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.

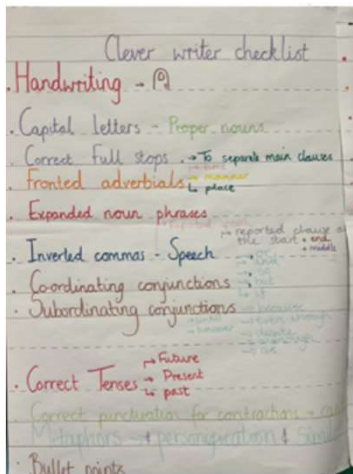
“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025



Wagoll – What a good one looks like.








Checklists – these are all the skills displayed taught so far. These are displayed on the working walls.

Working Walls – this has all the tools which a child might need to help them write their piece.



What is age related expectation?





- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and' use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

I am a CLEVER WRITER because I can use:			
I can say, remember and write a sentence	/	Capital letters	 /
Finger spaces	 /	Full stops	 /
All my letters are formed correctly	/	Letters on the line	/
First	Then	After that	Finally
			
She	The	She	The

She had ~~got~~ some tea.
 The tiger came too tea.
 She fed the tiger.
 The dot's air green.
 After that Sophie cuddled the
 tigers tail.
 Finally the tiger ~~drank~~^{ck}
 all of the water.




- What is greater depth?

- begin to write effectively and coherently for different purposes join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
 - use capital letters and full stops mostly correctly
 - spell most Y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words
 - form most letters correctly
-

First	Then	After that	Finally
			
She	The	She	The

First ✓ Sophie sat at the table for some tea. She just started to have some cake and the door bell rang. Then ✓ the tiger sat down with Sophie and her Mum. (Then) the tiger asked Sophie for some food. ✓ After that when Sophie stood up to give the tiger some buns. The tiger didn't just take one bun he took all the buns on

I am a CLEVER WRITER because I can use:

 Capital letters		 Finger spaces	
 Full stops		Different sentence starters for time (First, then, next, finally)	
Adjectives		Letters on the line	

One day, Little Red Riding Hood's mother gave her a pot of Brussels sprout soup.



"Take this to your grandmother on the other side of the woods," she said.

"But remember the Rules of the Woods!"

How can you help at home?

- *Read widely and often*
 - *Talk about the meanings of new words and find better words when creating sentences*
 - *Encourage children to form a sentence and hold the sentence in their head*
 - *Write frequently and informally – shopping list, role play, postcards*
 - *Letter formation*
 - *Retell stories orally and enjoy finding exciting words to use*
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