



# Every Moment Matters

## Blended Learning Writing Pack

### Year 1

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

# Year 1

Transcription	1	Usually correctly spell high-frequency words at L&S Phase 5 and common exception words in Year 1.
	2	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you']
	3	Use letter names to distinguish between alternative spellings of the same sound: ['ai' as in rain and 'ay' as in play]
	4	Independently uses the spelling rule '-s' or '-es' [cats, thanks, catches] mostly accurately.
		Independently use the prefix 'un-' in own writing [unhappy, undo, unfair]
5	Independently use the suffixes '-ing', '-ed', '-er' and '-est' in own writing [buzzing, buzzed, grander, grandest], accurate on most occasions.	
Grammar, Punctuation and Vocabulary	6	Spell the days of the week.
	7	Independently and correctly chooses to join words and clauses with 'and' in most writing [I went to the park and played on the swing]
	8	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Almost always demarcates sentences accurately with capital letters and full stops and sometimes uses question marks and exclamation marks as alternatives appropriately. Pupil is consistent across a range of dictated and independent writing.
Overall Text and Structure	9	Compose a sentence orally before writing it.
	10	In independent writing, the majority of ideas are sequenced appropriately [stories have a beginning, middle and an end and the content is appropriate to the task set]
Presentation, Evaluation and Improvement	11	Majority of letters are formed correctly using the upstroke.
	12	Understand the difference between letter families [l, b, k, f, t, u]
	13	Form capital letters.
	14	Form digits 0-9.
	15	Leave spaces between words.
	16	Independently re-reads what they have written to check that it makes sense and is usually able to put things right if it doesn't.
	17	Listen and sometimes respond by making comments in discussion with teacher about what they have written [ 'Oops, I forgot to put a capital letter after that full stop' or 'I used my sounds to help me spell that long word.' ]
	18	Read aloud their writing clearly enough to be heard by their peers and the teacher.
Exceeding Criteria:		
	19	Consistently correctly spell high-frequency and common exception words for Year 1 across the curriculum.
	20	Demarcates sentences accurately and uses question marks, exclamation marks appropriately and is experimenting with commas.
	21	Write expanded noun phrases using descriptive language [the enchanted castle]

## How to...

1 & 19: Usually spell high-frequency words and common exception words in Year 1 correctly

# 100 High Frequency Words

the and a to said in he I of it was you they on she is for at

his but that with all we can are up had my her what there out this have went

be like some so not then were go little as no mum one them

do me down dad big when it's see looked very look don't come will

into back from children him Mr get just now came oh about got their people your put could

house old too by day made time I'm if help Mrs called here off asked saw make an

# Year 1 Common Exception Words

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

How to...

6: Independently and correctly chooses to join words and clauses with 'and'

# Using **and** to Join Words and Sentences

The word **and** is very helpful.

We can use **and** to join two words, sentences or parts of sentences together.

Using **and** helps our writing flow more smoothly.

Using **and** lets us add more information to a sentence.

## Joining Words

Tom



Billy



Tom **and** Billy



## Joining Sentences

The boys were good friends. They always played together.

The boys were good friends **and** they always played together.

## How to...

8 & 20: Demarcate sentences accurately with capital letters and full stops; and sometimes use question marks and exclamation marks as alternatives, appropriately.

### Full Stop



To show us when a sentence is finished.

For example:  
I'm so sad that this is over.

### Capital Letters

Capital letters are used at the start of a sentence.

Once upon a time...

Capital letters are used for names of people and places.

I have a pen pal in Canada called Philip White.

Capital letters are used for days of the week & months.

The first of December is a Sunday.

Capital letters are used for the pronoun 'I'.

I played on my bike.

Capital letters are used for titles.

My favourite teacher was Mrs Kemp.

I love reading 'Holes'.

We watched 'Up' at the cinema.

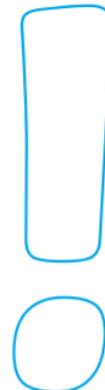
### Question Mark



To show that someone is asking a question.

For example:  
Do you have a pet dragon?

### Exclamation Mark



To show that someone is exclaiming or shouting something.

For example:  
I am so excited!

How to...

10: Sequence ideas appropriately in a story

# How to Write A Good Story

## Opening

Introduce the characters and the location of the story.

## Setting

Where is your story set?  
Is it in a forest, a town, in the park or somewhere else?

## Resolution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

## Closing

Bring everything in the story to an end and make sure the problem has been fixed.

## Characters

Who are the characters in your story?

## Build-up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.

## Dilemma

Write about a problem that is happening in your story. What is it that has gone wrong?



## How to...

11: Form the majority of letters correctly using the upstroke

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## How to...

21: Write expanded noun phrases using descriptive language

# Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**.  
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

lots of yummy, cold ice cream

### Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

### Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

### Noun

A person, object or animal; garage, Henry, leopard, sofa.