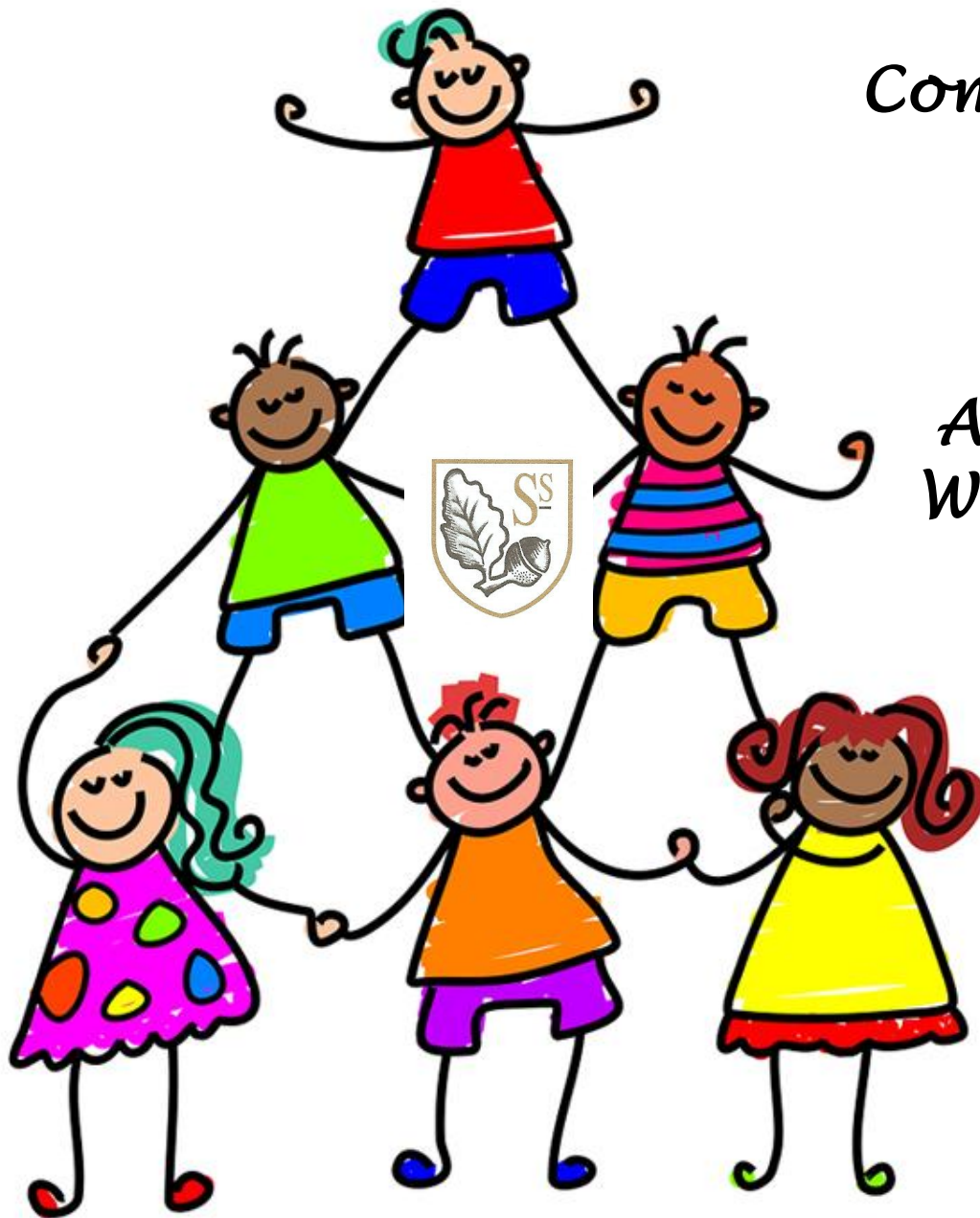




Come Write with Me!



*Adult and Child
Writing Workshop*

March 2026

Year 1



Our Writing Vision

We aim to develop children into articulate and imaginative communicators who are enthusiastic and proficient when writing for a range of purposes.



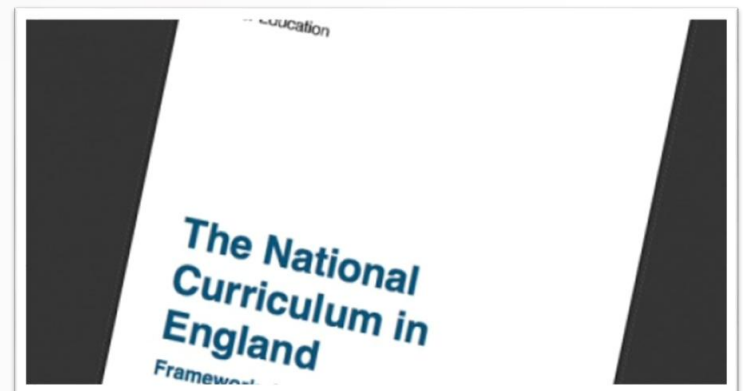


The National Curriculum

Learning to write has two clear dimensions.

- Transcription (handwriting, spelling, grammar & punctuation)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in both.





To be a writer you need to be ...

A **composer** and a **secretary**!

Both need teaching and both need nurturing



Promoting research - informed writing teaching



The National Curriculum

Effective composition involves **forming, articulating** and **communicating** ideas, and then **organising them coherently for a reader**.

This requires **clarity, awareness of the audience, purpose and context**, and an increasingly wide **knowledge of vocabulary** and **grammar**.

Writing down ideas fluently depends on effective transcription.

Spelling quickly and accurately



Writing also depends on **fluent, legible** and, eventually, speedy handwriting.



Assessment - The Expected Standard, Year 1

Writing

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do the following:

- write phrases and sentences that make sense to the reader
- show awareness of the use of capital letters and full stops for punctuation
- segment sounds in words, including long vowels, and blend together when writing
- make phonically plausible attempts when spelling new words
- reads back to check for sense
- spell many common exception words from the year 1 list
- form letters mostly in the correct direction, starting and finishing in the right place
- use finger spaces to separate words
- use co-ordination to extend a sentence using 'and', for example



Assessment - Working at Greater Depth within The Expected Standard, Year 1

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- write sentences that are sequenced to form a short narrative (real or fictional)
- extends sentences with the use of and or then, for example
- demarcate some sentences with capital letters, full stops and question marks
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others

- spell most common exception words from the year 1 list
- reads back checking for sense and begins to make changes
- form letters in the correction direction, starting and finishing in the right place
- form lower case letters of the correct size relative to one another in some of their writing
- use spacing between words consistently



*What does this look like in Year 1
at Streetsbrook ?*



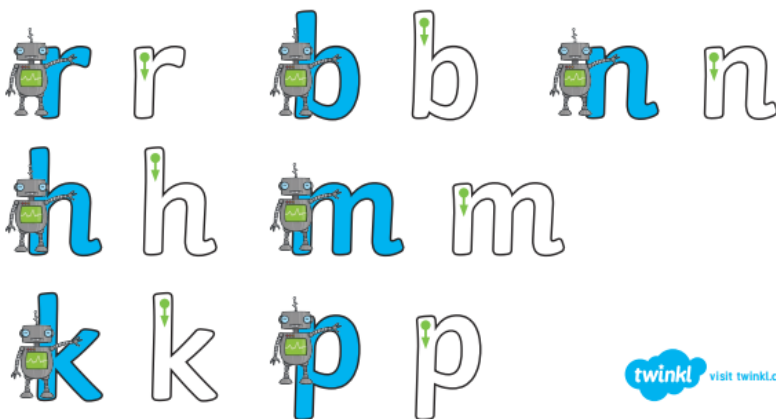
- Centred around a key text.



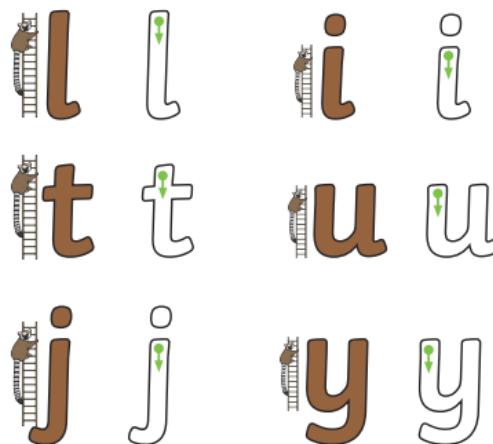
Curly Caterpillar Letters



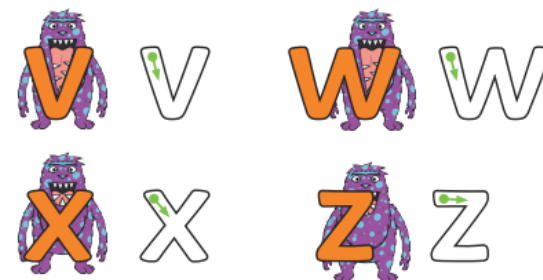
One Armed Robot Letters



Ladder Letters



Zigzag Monster Letters





*What does this look like in Year 1
at Streetsbrook ?*



Think of your sentence.



Say your sentence.



Write your sentence
using phonics.



twinkl.co.uk

Read your sentence.

Think it! Say it! Write it! Read it!

Where to
start writing
and what to
do when they
get to the
end of a line



What does the
writing need to
include?



shoe chicken book queen

use phonics

ABC

capital letters

●

full stops



finger spaces



read it again



How can you support at home?

Tripod
pencil grip –
**fine motor
skills**

Opposite
hand to hold
writing
surface still



Back
straight

Feet flat on
the floor
'Tummy to
Table'



What will I see now?

- A 'model' story telling session
- An introduction, how we teach.
- Opportunity to work with your child.





Sentence starters...

My dragon is....

It is the colour of...

My dragon has.....and.....

It can.....

Sometimes my dragon...

Remember!!!!

- Capital letters
- Finger spaces
- Punctuation
- Adjectives



Remember!!!!

- Capital letters
- Finger spaces
- Punctuation
- Adjectives







Thank you!

