

Year 1 Writing Overview 2025/26

Autumn									
	Phonics Focus	Transcription Focus	Learning objective	L1	L2	L3	L4	L5	Must haves
Week 1	Review	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	Review	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	Phase 5	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	Phase 5	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	Assess	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	Phase 5	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	Phase 5	Verticals: h b l (Modelled writing and dictation)	To form the letter ___ correctly	h	b	l	hbl	FWF	
Week 8	Phase 5	Short verticals: k l j	To form the letter ___ correctly	k	l	j	klj	FWF	
Week 9	Phase 5	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
Week 10	Assess	mmmm loops: r n m p	To form the letter ___ correctly	r	n	m	p	FWF	
Week 11	Review	Squares: t u y	To form the letter ___ correctly	t	u	y	tuy	FWF	

Year 1 Writing Overview 2025/26

Week 12	Review	Waves: e f s	To form the letter ___ correctly	e	f	s	efs	FWF	formations must be part of an intervention.
Week 13	Review	Zigzags: v w x z	To form the letter ___ correctly	v	w	x	z	FWF	
Week 14	Review	Review: mmmmm loops: r n m p/ Squares: t u y/ Waves: e f s/ Zigzags: v w x z							
Spring 1									
	Phonics Focus	Transcription Focus/ SPaG/ Composition	Learning objective	L1	L2	L3	L4	L5	Must haves
Week 1	Phase 5 Alternatives	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	Phase 5 Alternatives	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	Phase 5 Alternatives		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	Phase 5 Alternatives	Include dictation/ correcting given mistakes <i>i becomes /</i>	To use capital letters for names SC: I can use capital letters for proper nouns I can use a capital letter to start a sentence I can use a full stop at the end of a sentence	CL for names	CL for names	CL for personal pronoun I	CL for personal pronoun I	FWF	
Week 5	Assess	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	First Next Finally	First Then In the end	First After Finally	First Next In the end	FWF based on oracy story	
Week 6	Phase 5 Alternatives	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	

Year 1 Writing Overview 2025/26

Spring 2									
	Phonics Focus	Transcription Focus/ SPaG/ Composition	Learning objective	L1	L2	L3	L4	L5	Must haves
Week 1	Phase 5 Alternatives	Plural suffix s/es	To use plurals - I know that plural means more than one - I can orally rehearse my sentence before I write - I can start my sentence with a capital letter and end it with a full stop.	LO: I can use plurals ending in -s	LO: I can use plurals ending in -es	LO: I can use plurals ending in -s	LO: I can use plurals ending in -es	LO: I can use plurals ending in -s/-es	Modelled writing of focus on display Key vocabulary on display + word banks Provide picture bank/ picture books for able writers
Week 2	Phase 5 Alternatives	Suffix -ing	To use suffixes - I know a suffix goes at the end of the word - When I add -ing the action is still happening - I can start my sentence with a capital letter and end it with a full stop.	LO: I can use the suffix -ing	LO: I can use the suffix -ing	LO: I can use the suffix -ing	LO: I can use the suffix -ing	FWF LO: I can use the suffix -ing	
Week 3	Phase 5 Alternatives	Suffix -ed	To use suffixes - I know a suffix goes at the end of the word - When I add -ed the action has already happened, it is simple past tense	LO: I can use the suffix -ed	LO: I can use the suffix -ed	LO: I can use the suffix -ed	LO: I can use the suffix -ed	FWF LO: I can use the suffix -ed	

Year 1 Writing Overview 2025/26

			- I can start my sentence with a capital letter and end it with a full stop.						
Week 4	Phase 5 Alternatives	Suffix –ed continued as it was assessment week	Jump to week 5 if need be						
Week 5	Assess	Suffix –er	To use suffixes - I know a suffix goes at the end of the word - I can orally rehearse my sentence before I write - I can start my sentence with a capital letter and end it with a full stop. (If appropriate, discreetly discuss –er changes a verb to a noun play/player or an adjective to mean <i>more</i>)	LO: I can use the suffix –er	LO: I can use the suffix –er	LO: I can use the suffix –er	LO: I can use the suffix –er	FWF LO: I can use the suffix –er	
Summer 1									
Week 1	Phase 5 Alternatives	Suffix –est	To use suffixes - I know a suffix goes at the end of the word - I can orally rehearse my sentence before I write - I can start my sentence with a capital letter and end it with a full stop. (If appropriate, discreetly discuss –est changes the adjective to be <i>the most – loudest, fastest</i>)	LO: I can use the suffix –est	LO: I can use the suffix –est	LO: I can use the suffix –est	LO: I can use the suffix –est	FWF LO: I can use the suffix –est	
Week 2	Review	Sentence types: statement, command, question, exclamation. Understand the content and purpose of each sentence. <i>A question uses a question word and</i>	-to know that a statement ends in a full stop - to know that a question ends with a question mark	Statement	Question	Command	Exclamation	FWF	Daily recap on sentence types T/TA constantly checking formation
				Do it – Modelled sentence Secure it- Dictated sentence Deepen it- Write independent sentences					

Year 1 Writing Overview 2025/26

		<i>needs and answer/ A command is instructional language using 'bossy verbs'.</i>	- 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: <i>What a beautiful day!</i> <i>How amazing is that!</i> -to use? .! for a range of sentence types						Modelled writing of focus on display Key vocabulary on display + word banks
Week 3	Review	Sentence types: statement, command, question, exclamation. Understand the content and purpose of each sentence. <i>A question uses a question word and needs and answer/ A command is instructional language using 'bossy verbs'.</i>	-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: <i>What a beautiful day!</i> <i>How amazing is that!</i> -to use? .! for a range of sentence types	<i>Statement</i>	Question	Command	Exclamation	FWF	
Week 4	Review	Collectively use the punctuation through a sequence of sentences. <i>First the boy went to the shop. Can I have some sweets? he asked.</i> <i>Show me your pocket money. You have got 20p, how amazing is that!</i>	-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	Do it – modelled Secure it – dictated Deepen it – independent (but has to be an exclamation)	Do it – modelled Secure it – dictated Deepen it – independent (but has to be a question)	Do it – modelled Secure it – dictated Deepen it – independent (but has to be an statement)	Do it –modelled Secure it – dictated Deepen it – independent (but has to be an command)	FWF	Daily recap on sentence types T/TA constantly checking formation Modelled writing of focus on display Key vocabulary on display + word banks
Week	Review	Transcription of days of the week.	To spell days of the week correctly Meerkat Mail	LO: To know that days of the week	Monday Tuesday	Wednesday Thursday	Friday Saturday Sunday	FWF	Daily singing of the days of the week song

Year 1 Writing Overview 2025/26

				have capital letters				Days of the week story focus	Modelled writing of focus on display Key vocabulary on display + word banks
Week	Review	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: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	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 2									
	Phonics Focus	Transcription Focus/ SPaG/ Composition	Learning objective	L1	L2	L3	L4	L5	Must haves
Week 1	Review	Review This week writing about Meerkat Mail	Assess letter formation and capital letters, full stops over the week	Do it: cloze procedure Secure it: dictated Deepen it: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	Do it: cloze procedure Secure it: dictated Deepen it: independent	FWF Days of the week/ First then next story focus	
Week 2	Review	Write a recount for Meerkat Mail	LO: I can write a recount SC: I can write events in the right order I can use capital letter and full stops correctly I can use 'and, but or so' to join sentences (In small groups, chn intermittently read their writing aloud and listen	Orally rehearse Meerkat Mail Sequence 7 pictures in boxing up style grid (landscape)	Orally rehearse Monday and Tuesday. Teacher models Monday using a conjunction. Chn write recount for	Orally rehearse Weds and Thursday. Teacher models Wednesday. using a conjunction. Chn write recount for Weds/Thurs	Orally rehearse Fri/Sat/. Teacher models Friday using a conjunction. Chn write recount for F/S/S Extension On Sunday...	TBC Indpt recount based on Science Festival FWF	

Year 1 Writing Overview 2025/26

			for any errors or missed words – correct in the moment with purple pen)		Monday and Tuesday				
Week 3	Review	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 identify features of a story SC: I can use a story mountain to order my story I know a story has an opening, build-up, problem, resolution and ending Whole class independent T/TA with groups who aren't ready	Hook: Use a stimulus to inspire where their MC goes in their story i.e. <i>Little Red Riding Hood</i> Read the story	Orally rehearse story/sequence pictures on story mountain	Orally rehearse story Identify features of an opening (main character and setting) answer questions. Identify features of a build-up (clues as to what might happen)	Orally rehearse story Identify features of a problem (what goes wrong?) Identify features of a resolution (how is the problem solved?) Identify features of an ending (what is the happy ending?)	Orally rehearse story FWF	T/TA constantly checking formation Modelled writing of focus on display Days of the week song Key vocabulary on display + word banks
Week 4	Review	Write sentences that are sequential (not just stand alone) based on a familiar 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: I can use a story mountain to order my story I can use adverbs of time: Once upon time, next, after, later, in the end. Whole class independent T/TA with groups who aren't ready	Orally rehearse story Use a story mountain to plan Little red Riding Hood.	Orally rehearse opening. Write opening. Teacher models then removes.	Orally rehearse build-up. Write build up. Teacher models then removes.	Orally rehearse problem. Write Teacher models then removes.	Orally rehearse resolution and ending. Write. Teacher models then removes.	
Week 5	Review	Assessment week/transition days		Assessment week	Assessment week	Assessment week	Transition days – sentence types	Transition days FWF	
Week 6	Review	Real-life recount Cotswold Wildlife Park 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: <i>Yesterday, On Monday, This morning, Later, In the end</i> I can use them in the correct order	Ordering adverbs of time e.g images trip Sequence pictures/ label with adverb	Writing first 3 sentences from recount	Write final 3 sentences from recount.	Walk around school – Sequence pre made photos of specific places visited and orally rehearse to class i.e.: <i>This morning we went on the trim trail. Then we ran on the field. Later I saw some pretty flowers. In</i>	Write sentences about walk around school. Onn who are not ready must work with T/TA	

Year 1 Writing Overview 2025/26

			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.				the end we had our snack under the tree.		
Week 7	Review	Familiar story writing e.g. The Hungry Caterpillar Using a story mountain: Opening: little egg lay on a leaf Build up – eat lots of food. Problem – gets a stomach ache Resolution- builds a cocoon Ending – turns into a beautiful butterfly.	LO: To write a short story SC: I can use a story mountain to order my story I can use adverbs of time to order my story. I can use capital letters and full stops correctly.	Story mountain sequence what happens in the story using pictures/drawings	Write first 2 sentences	Write final three sentences	Children share their stories with a different class with a biscuit and story?		