

KINS Y1 Writing Coverage – Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Targets (becoming non-negotiables)	Sit correctly at a table, holding a pencil correctly Begin to form lower-case letters in the correct direction Write sentences by: saying out loud and composing a sentence orally before writing it Finger spaces Capital for personal pronoun I	Form capital letters Form digits 0-9 Sequence sentences to form short narratives Join words and sentences using and Introduction to capital letters, full stops to demarcate sentences Capital letters for names	Re-read writing to check that it makes sense Introduction to capital letters, full stops, and exclamation marks to demarcate sentences Capital letters for names and for personal pronoun I Form lower case letters correctly	Discuss what they have written with the teacher or other pupils Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for personal pronoun I Form lower case and capital letters correctly	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for personal pronoun I Understand which letters belong to which handwriting 'families' Introduction to diagonal joins	Read aloud their writing clearly enough to be heard by their peers and the teacher. Introduction to diagonal and horizontal joins Introduction to editing and correcting own work
Types of sentences/ writing	Sentence using I Words/ sentence to match a picture (caption)	Describing words Sentences to describe a character Story retell	Instructions Diary sentences Story sequence	Letter writing Story writing with simple substitutions	Poetry/I am... sentences Non-fiction reports	Various narratives Book Reviews
Cold/ Hot Write	Sentences using I	Character description	Instructions	Letter	Non- chronological report	Book Review
SPAG	naming the letters of the alphabet in order -ing, -ed where no change is needed in the spelling of root words	-ing, -ed, -er and -est where no change is needed in the spelling of root words	using letter names to distinguish between alternative spellings of the same sound -s or -es as the plural and the third person singular for verbs	prefix un- compound words	Revision of suffixes, plural and singular	Consolidation
	words containing each of the 40+ phonemes already taught ff, ll, ss, zz and ck ccvc/cvcc words vowel digraphs and trigraphs eg ai, oi, igh	-tch have, live, give vowel digraphs and trigraphs eg ay, oy, ear	days of the week split digraphs new consonant spellings eg ph, wh, k	Alternatives spellings Words ending -y	Revision	Consolidation
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						

