KINS Y1 Writing Coverage – Cycle A

	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) I am … sentences	Describing words Sentences to describe a character Non-fiction labels and captions Story retell	Instructions Diary sentences Letters Story sequence Facts in sentences	Recounts (real/imaginary events) Facts in sentences	Story writing Poetry Non-fiction reports	Various narratives Book Reviews
Cold/ Hot Write	Sentences using I	Character description	Instructions	Recount (imaginary event/story)	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						