



Year 1 Writing MTPs 2021-2022

Theme	“If you go down to the woods today...”	
Talk for writing texts	Autumn 1	Autumn 2
	Goldilocks and the Three Bears Where the Wild Things Are	The Three Little Pigs The Gingerbread Man That Rabbit Belongs to Emily Brown
Writing outcomes	Recount Narrative Character description	Instructions Letter Recount
Key Performance Indicators		
Composition – Planning	I can re-read what I have written to check that it makes sense.	
Composition – Structure	I can write a story with a beginning, middle and end.	
	I can write sentences that are sequenced to form a short narrative, after discussion with my teacher.	
Composition – Vocabulary	I can use vocabulary provided by the teacher in my writing.	
	I can use some vocabulary from familiar stories in my own writing.	
Composition – Grammar and Punctuation	I can demarcate some sentences with capital letters and full stops.	
	I am beginning to punctuate sentences with a question mark or exclamation mark.	
	I can sometimes use capital letters for names, places, days of the week and the personal pronoun ‘I’	
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.	
	I can spell many common Year 1 exception words.	
	I can use simple prefixes and suffixes.	
Transcription – Handwriting	I can form lower-case letters of the correct size relative to one another in some of the writing, using spacing between words.	
	I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.	
Greater Depth	I can use more adventurous vocabulary in my writing.	
	I can use capital letters for names, places and days of the week with greater accuracy in my writing.	
	I can spell most Year 1 exception words.	
	I can present my work neatly.	



Year 1 Writing MTPs 2021-2022

Theme	Beside the Seaside	
Talk for writing texts	Spring 1	Spring 2
	The Lighthouse Keepers lunch by Rhonda & David Armitage Meerkat Mail by Emily Gravett	Billy's Bucket by Kes Gray & Garry Parsons
Writing outcomes	Instructions Narrative Letter	Narrative Postcard Report
Key Performance Indicators		
Composition – Planning	I can re-read what I have written to check that it makes sense.	
Composition – Structure	I can write a story with a beginning, middle and end.	
	I can write sentences that are sequenced to form a short narrative, after discussion with my teacher.	
Composition – Vocabulary	I can use vocabulary provided by the teacher in my writing.	
	I can use some vocabulary from familiar stories in my own writing.	
Composition – Grammar and Punctuation	I can demarcate some sentences with capital letters and full stops.	
	I am beginning to punctuate sentences with a question mark or exclamation mark.	
	I can sometimes use capital letters for names, places, days of the week and the personal pronoun 'I'	
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.	
	I can spell many common Year 1 exception words.	
	I can use simple prefixes and suffixes.	
Transcription – Handwriting	I can form lower-case letters of the correct size relative to one another in some of the writing, using spacing between words.	
	I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.	
Greater Depth	I can use more adventurous vocabulary in my writing.	
	I can use capital letters for names, places and days of the week with greater accuracy in my writing.	
	I can spell most Year 1 exception words.	
	I can present my work neatly.	



Year 1 Writing MTPs 2021-2022

Theme	Once upon a Time		
Talk for writing texts	Summer 1		Summer 2
	The Egg by M. P. Robertson The Queen's Knickers by Nicholas Allen		The BFG by Roald Dahl
Writing outcomes	Instructions Poetry Recount		Instructions Character description Poetry
Key Performance Indicators			
Composition – Planning	I can re-read what I have written to check that it makes sense.		
Composition – Structure	I can write a story with a beginning, middle and end.		
	I can write sentences that are sequenced to form a short narrative, after discussion with my teacher.		
Composition – Vocabulary	I can use vocabulary provided by the teacher in my writing.		
	I can use some vocabulary from familiar stories in my own writing.		
Composition – Grammar and Punctuation	I can demarcate some sentences with capital letters and full stops.		
	I am beginning to punctuate sentences with a question mark or exclamation mark.		
	I can sometimes use capital letters for names, places, days of the week and the personal pronoun 'I'		
Transcription – Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.		
	I can spell many common Year 1 exception words.		
	I can use simple prefixes and suffixes.		
Transcription – Handwriting	I can form lower-case letters of the correct size relative to one another in some of the writing, using spacing between words.		
	I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.		
Greater Depth	I can use more adventurous vocabulary in my writing.		
	I can use capital letters for names, places and days of the week with greater accuracy in my writing.		
	I can spell most Year 1 exception words.		
	I can present my work neatly.		
End of year 1:			
Aim	By the end of year 1, pupils are becoming 'early writers'. They will still be dependent on discussion before writing but some sentences should be able to be read without mediation. They will have awareness of full stops and capital letters. Letter formation is mostly correct and of a similar size although, some letters may still be reversed or mixed up. Some pupils may still need support to write across the curriculum.	Assessment	Composition The pupil can: <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. Transcription The pupil can: <ul style="list-style-type: none"> • form most lower-case letters correctly



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			<ul style="list-style-type: none">• identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes• spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)• spell a few common exception words (e.g. I, the, he, said, of).
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