

## Year 1 Writing Cycle

### Lesson Structure

Plan every day:

- 5 minutes vocabulary from the **previous** story book (one word per day)
- 25 minutes for Storytime
- 10 minutes dictation (this is in addition to the scripted Talk Through Stories and should be phonetically decodable in line with the children's code knowledge).

Days where there is not a 'Talk Through Stories Day Activity' you will still read the story and complete the set activities as this is part of our writing cycle.

### Expectation for work in books (Autumn term)

- At least three dictations evidenced in books, others on whiteboards
- One LO sticker at the start of the unit explaining the story (e.g. LO: To write dictated sentences including and about The Gruffalo)
- New sticker for extended write day
- Dictated sentence for the beginning, middle and end of the story (use of pictures as prompts, especially in the autumn term)
- **Focus on the basics of transcription (handwriting and spelling) and capital letters, full stops and finger spaces.**

### Expectation for work in books (Spring term)

- At least three dictations evidenced in books, others on whiteboards

- One LO sticker at the start of the unit explaining the story (e.g. LO: To write dictated sentences including and about The Gruffalo)
- New sticker for extended write day
- Dictated sentence for the beginning, middle and end of the story (use of pictures as prompts)
- **A hybrid of dictation and independent sentences, which have been successfully rehearsed, where the child is able. For example, two sentences are dictated and one sentence is independent.**

#### Expectation for work in books (Summer term)

- At least three dictations evidenced in books, others on whiteboards
- One LO sticker at the start of the unit explaining the story (e.g. LO: To write dictated sentences including and about The Gruffalo)
- New sticker for extended write day
- Dictated sentence for the beginning, middle and end of the story (use of pictures as prompts)
- **Children orally rehearse**

**Week 1 - Year 1**

<b>Day</b>	<b>Vocabulary 5minutes</b>	<b>Story and oracy focus 25 minutes</b>	<b>Transcription 10 minutes</b>
<b>Monday</b>	<p><b>Hook:</b> Build excitement.</p> <p><i>This lesson should be used to engage and enthuse children interested into the text you will introduce to them the next day/at the end of the lesson/day. A possible idea might be, travelling around your school's outdoor area to find clues of a Gruffalo.</i></p>		
<b>Tuesday</b>	<p><b>Talk Through Stories Vocabulary Day 1:</b> Share two words per day from the previous book</p> <p>Follow the script</p>	<p><b>Talk Through Stories Day 1 Activities</b></p>	<p><b>Dictation:</b> Simple dictation in line with phonetical knowledge of the children linked one of the pictures.</p>
<b>Wednesday</b>	<p><b>Talk Through Stories Vocabulary Day 2:</b> Share two words per day from the previous book</p> <p>Follow the script</p>	<p><b>Talk Through Stories Day 2 Activities</b></p>	<p><b>Dictation:</b> Simple dictation in line with phonetical knowledge of the children linked one of the pictures.</p>
<b>Thursday</b>	<p><b>Talk Through Stories Vocabulary Day 3:</b> Share two words per day from the previous book</p> <p>Follow the script</p>	<p><b>Talk Through Stories Day 3 Activities</b></p>	<p><b>Dictation:</b> Simple dictation in line with phonetical knowledge of the children linked with the children's acting.</p>
<b>Friday</b> LE: How could we make the sentences correct?	<p><b>Talk Through Stories Vocabulary Day 4:</b> Share two words per day from the previous book</p> <p>Follow the script</p>	<p><b>Read the Story</b></p> <p><b>Oracy</b> Teacher to model incorrect sentences with a focus of capital letters and full stops. As a class the teacher to explain how to correct the mistakes.</p> <p><b>Grammar focus (not evidenced in books)</b></p>	

		Children to identify the errors and correct the mistakes.	
<b>Week 2</b>			
Day	Vocabulary 5minutes	Story and oracy focus 30 minutes	Transcription 10 minutes
<b>Monday</b> LE: How could we make the sentences correct?	<b>Talk Through Stories Vocabulary Day 5:</b> Recap 4 words.  Follow the script	<b>Read the Story</b>  <b>Oracy</b> Teacher to model incorrect sentences with a focus of capital letters and full stops. As a class the teacher to explain how to correct the mistakes.  <b>Grammar focus (not evidenced in books)</b> Children to identify the errors and correct the mistakes.	
<b>Tuesday</b>	<b>Talk Through Stories Vocabulary Day 5:</b> Recap 4 words.  Follow the script	<b>Talk Through Stories Day 4 Activities</b>	<b>Dictation:</b> Simple dictation in line with phonetical knowledge of the children linked with activities
<b>Wednesday</b>	<b>Talk Through Stories Vocabulary Day 5:</b> Recap all words.  Follow the script	<b>Talk Through Stories Day 5 Activities</b>	<b>Dictation:</b> Simple dictation in line with phonetical knowledge of the children linked with activities
<b>Thursday</b>  LO: To compose sentence about ...	<b>Read the story</b> Pictorial representations to plan the story  Using their flow map, retell the story with peers.	<b>Extended writing (20minutes).</b> Children to be encouraged to go back and re-read each sentence  Autumn still dictation. Higher ability children can have more freedom across the academic year.	
<b>Friday</b>	Teacher to model change in the story on the flow map. Children to create change/edit their flow map (e.g. The Gruffalo is a princess trapped in a suit!).		

LE: How might your  
story change?

Children to retell their story.  
Children to act out their story.