



Early Writing Workshop

Year One Parent Writing Workshop





Wednesday 19th November 2025

At Garden Village we follow...



The scheme is book based and engages the children to write with a clear purpose and audience.

Theme/Term	Journeys & exploration - Autumn 1				Choose: 2 x Writing Roots
Writing Root/Spelling Seed Text	 Cave Baby By Julia Donaldson	 Naughty Bus By Jan Oke	 Astro Girl By Ken Wilson-Max	 Sidney, Stella and the Moon By Emma Yarlett	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	11 Sessions, 2 Weeks	
Outcomes	Narrative re-telling Labels and captions, posters, informal letters	Own adventure story Letters, diaries, captions, fact file on buses	Fact file about being an astronaut Writing in role, commands, how to guides	Fact file about the moon Lost poster, labels, glossaries	

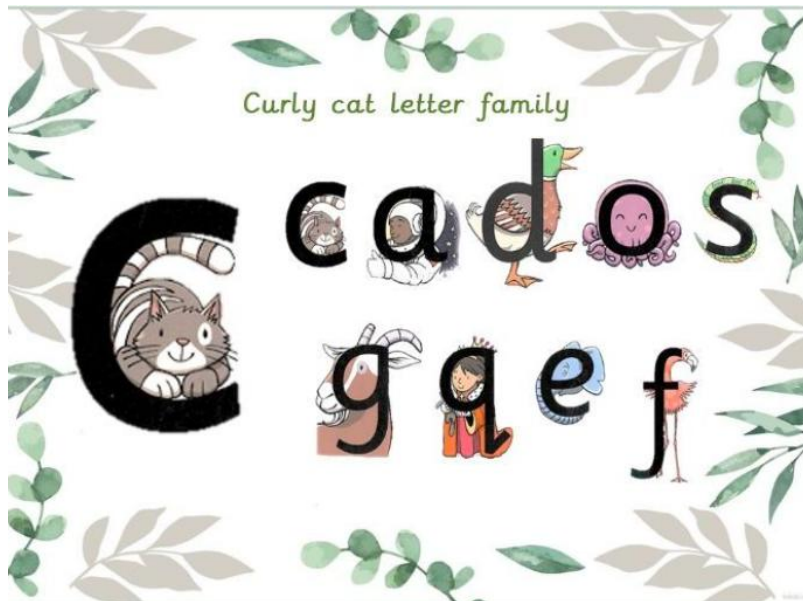
Theme/Term	Helpful heroes - Autumn 2				Choose: 2 x Writing Roots
Writing Root/Spelling Seed Text	 Dragon Post By Emma Yarlett	 I Want My Hat Back By Jon Klassen	 Billy and the Beast By Nadia Shireen	 Leo and the Octopus By Isabelle Marinov	
Length	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	15 Sessions, 3 Weeks	
Outcomes	Guide on how to look after a dragon Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble	Story sequel Questions, speech bubbles, letters, lists	Own version 'defeat a monster' narrative Wanted poster, summary, emails, character description, recipes	Fact file This is me! Posters, letters of advice, factual descriptions, logbooks, scripts	



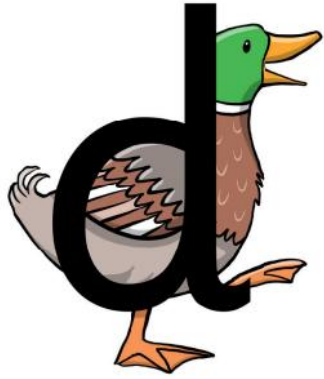
Class Discussion	Whole Class	Resources	Independent Work	Plenary
<p>I can say what I see</p> <p>I can say what I think about a character</p> <p>I can make predictions</p>	<p>Children arrive to class to find a back-pack containing a rocket, a globe, a telescope and other items that are linked to space travel and the stars e.g. a food pouch or a map of star constellations and so on. On the backpack is the label: Astrid's bag.</p> <p>Ask, <i>what might Astrid do for a job or hobby if this is her bag?</i> Spend time unpicking some of the objects with the children and sharing ideas.</p> <p>Tell the children that you think you know who Astrid might be and share the front cover of the book, <i>Astro Girl</i>. Share predictions about the character depicted and the story. You may also wish to compare the name Astrid with the word, 'astro'. <i>What does this remind them of?</i></p> <p>You could even look at the items through pretend (or real!) telescopes (hands formed to make a spyhole, the inner tubes of kitchen towel or rolled-up paper all work well.)</p>	<p>Space-travel items</p> <p>Noun labels</p>	<p>Say what you see</p> <p>Give groups of children a copy of the cover illustration for <i>Astro Girl</i> and the following words on cards:</p> <p><i>the stars, a dog, a pet, a child, a girl, a helmet, a spacesuit</i></p> <p>Let the children match the words to the objects that they see. Model orally explaining what you can see e.g. I can see stars.</p> <p>Let the children work with Talking partners to make statements about what they can see. Some children may also be ready to include simple adjectives to describe what they see e.g. I can see an orange spacesuit.</p>	<p>Explain we can often predict things about a character and story by the clues that the pictures or words give us. Ask, <i>What do you think this story might be about?</i></p> <p>Support children to respond by identifying words such as 'space-travel' or 'explorer' and support through the use of 'maybe' e.g.</p> <p><i>Maybe the girl likes space.</i></p> <p><i>Maybe she wants to be an astronaut.</i></p>

Weekly Handwriting & Spelling Lessons

- Along with our Literacy lessons, the children also take part in stand-alone handwriting lessons.
- The children will be taught how to form letter correctly, spell common exception words and have a sentence dictated to them.



Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		



d

Around the duck's body, up to its head and down to its feet.

Writing - composition

1	I can think of a sentence in my head.
2	I can say sentences out loud before writing them.
3	I can put sentences together in order to make short narratives (<i>real or fictional</i>).
4	I can re-read what I have written to check that it makes sense.
5	I can write for different purposes but may not always keep to the type of writing.
6	I can talk about my writing with the teacher and other pupils to check that what I have written makes sense and to make simple changes.
7	I can read aloud my writing clearly enough to be heard by other pupils and my teacher.

Vocabulary, Punctuation and Grammar

8	I use capital letters and full stops to clearly show sentences.
9	I am beginning to use <i>question marks</i> and <i>exclamation marks</i> .
10	I leave (finger) spaces between words.
11	I use <i>capital letters</i> for names of people, places, days of the week and I.
12	I use adjectives.
13	I can use ' <i>and</i> ' to join words and clauses.
14	I understand the words: <i>letter, capital letter; word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</i> .

Spelling (Word)

15	I can write from memory simple sentences dictated by the teacher that include words taught by the teacher using the GPCs and common exception words I have been taught so far.
16	I can spell words containing the 40+ phonemes I have been taught.
17	I can spell the days of the week correctly.
18	I can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
19	I can spell common exceptions words from the Year 1 word list and identify the grapheme – phoneme correspondence that is different to what has been taught so far e.g. <i>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</i> .
20	I can add <i>-s</i> or <i>-es</i> to make a noun plural and explain the change in meaning e.g. <i>dog, dogs; wish, wishes</i> .
21	I can use the prefix <i>un-</i> and can explain how it changes the meaning of verbs and adjectives e.g. <i>unkind, or undoing: untie the boat</i> .
22	I can add <i>-ing, -ed, -er, -est</i> when no change is needed in the spelling or root words e.g. <i>helping, helped, helper, eating, quicker, quickest</i> .
23	I can apply simple spelling rules I have been taught e.g. <i>for compound words each part of the longer word is spelt as it would be if it were on its own</i> .

Handwriting and presentation

24	I can form lower-case letters in the correct direction, starting and finishing in the right place.
25	I can sit correctly at a table and hold a pencil comfortably and correctly.
26	I can form capital letters correctly starting and finishing in the right place.
27	I can form the digits 0 – 9 correctly.
28	I understand which letters belong to which handwriting families (<i>the letters that are formed in similar ways</i>).

For the children to be at the expected level for writing by the end of Year One, they will need to be achieving all of these objectives.

One of the hardest things to grasp in writing is...

What is a sentence?

How do you write a sentence?

Basic rules of a sentence are that they start with a capital letter and end with punctuation, like a full stop, exclamation mark or question mark.

But the trickiest part for a Year One child to grasp is... when do I know when I have finished a sentence to punctuate correctly?

Subject & Verb

A dog barked.



The subject of the sentence is the star of the show – it's the person, place or thing the sentence is about.

A verb shows the action or links to show being.

Subject & Verb

The dog barked
loudly in the
garden.



Subject & Verb

The dog is barking
in the garden.



Subject & Verb

a tractor chugged the goats ran

What is my subject?

What is my subject doing?

Where do my full stops go?

Subject & Verb – using 'and'

the girl played in the park she
went down the slide

What is my subject?

What is my subject doing?

Where do my full stops go?

*Can you identify the subject and verbs in these sentences?
Then add in your capital letters and full stops!*

the wicked queen was mad

the brown duck swam to look for food

the girl splashed in the rain she jumped in puddles

the boat sailed across the sea the waves crashed against
it

the boy picked up an apple he ate it

Sing with Grammarsaurus


Independent Clauses

ft. Co-ordinating Conjunctions and Semi-Colons



Grammarsaurus.co.uk

Ways to help at home:

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning	
Phase 5 - Autumn 2 Week 3 Focus - a-e /ai/ i-e /igh/ O-e /oa/ U-e /oo/ yoo/	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

a-e /ai/ snake	i-e /igh/ time
o-e /oa/ home	u-e /oo/ rude /yoo/ cute

We will be reading and writing words. Can you see this week's focus phonemes?

made	ripe	woke	cute
rule	game	like	note
prize	those	amaze	use

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

It is fun to play the game snakes and ladders.

I would like a ride in a hot-air balloon.

The note was hidden under the stone.

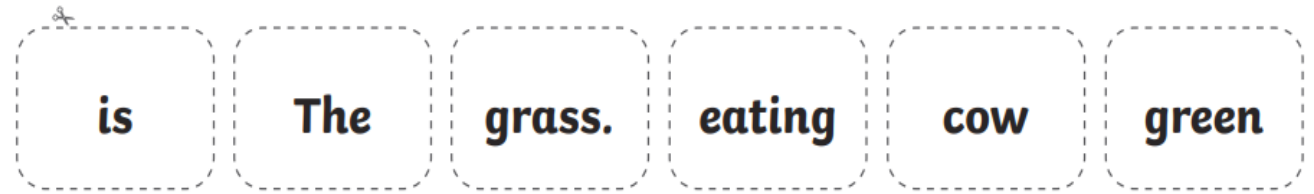
I made a cube using a tube and a ruler.

We will be practising tricky words. Can you spot the tricky part of the word?

Mr Mrs Ms could would should our

We will be spelling words. Can you write these words? Can you use the correct phonemes?

take time home rude



Write a sentence on a sentence strip – cut it up, rearrange and then the child copy it out focusing on handwriting.



g

Around the goat's face and curl under its chin.

Handwriting – ensuring letters are sitting on the line correctly.

Home learning sheets – spelling & dictation

Ways to help at home:

Make a Sentence

Who?

**Doing
what?**

What?

Ways to help at home:

Giving Writing an Audience and a Purpose

Writing about a place they have visited or their weekend that they could share with the teacher and class on a Monday.

Writing letters to family members – hopefully they reply!

If you have been to the zoo, aquarium or a museum – can they write a fact file about anything they have learnt?

Can they help write a set of instructions on how to make something?

Can they write a shopping list for you to use?

Ways to help at home:

Giving Writing an Audience and a Purpose – especially with Christmas coming up!

Keep a diary of what their elf gets up too!

Can they write a letter and their wish list to Santa and post it?

Can they write a set of instructions on how to make a hot chocolate?

Can they create a 'Christmas' story to share with a friend?



Can they write a new Christmas song?