

# Application and Reasoning

## Step 1: Writing in a Book

### National Curriculum Objectives:

This step does not relate to a YEAR ONE objective. However, this remains a crucial step in teaching or reminding children how their own writing should be presented. This step should be used to help children adapt to how they will be writing in Year One.

### Differentiation:

Questions 1, 4 and 7 (Reasoning)

**Developing** Circle where a mistake has been made when writing on lines and by a margin. Obvious mistakes made, and only words with no descenders used.

**Expected** Circle where a mistake has been made when writing on lines and by a margin. Less obvious mistakes made, and words with one descender used.

**Greater Depth** Circle where a mistake has been made when writing on lines and by a margin. Subtle mistakes made, and words with multiple descenders used.

Questions 2, 5 and 8 (Reasoning)

**Developing** Tick the sentence which is written in the correct place. 2 options, obvious mistakes made, and only words with no descenders used.

**Expected** Tick the sentence which is written in the correct place. 3 options, less obvious mistakes made, and words with one descender used.

**Greater Depth** Tick the sentence which is written in the correct place. 3 options, subtle mistakes made, and words with multiple descenders used.

Questions 3, 6 and 9 (Application)

**Developing** Write the given words on a line. 3 words with no descenders.

**Expected** Write the given words on a line. 4 words with one descender each.

**Greater Depth** Write the given words on a line. 5 words with multiple descenders.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

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## Writing in a Book

1a. Circle something that is wrong below.

I am Ed.

I am Sam.



R

## Writing in a Book

1b. Circle something that is wrong below.

You are Kim.

You are Dan.



R

2a. Tick the sentence which is written in the right place.

I can sit.

He is a man.



R

2b. Tick the sentence which is written in the right place.

You can bat.

I am hot.



R

3a. Write these words on a line.

dad

bet

bed



A

3b. Write these words on a line.

cot

tin

bit



A

## Writing in a Book

4a. Circle something that is wrong below.

I can camp.

We sip milk .



R

## Writing in a Book

4b. Circle something that is wrong below.

You will slip.

We can limp.



R

5a. Tick the sentence which is written in the right place.

We had a chat.

You are glum.

We had a bump.



R

5b. Tick the sentence which is written in the right place.

It is a chip.

It can help.

It is a slug.



R

6a. Write these words on a line.

plum

dump

spot

clap



A

6b. Write these words on a line.

grit

post

hump

lamp



A

## Writing in a Book

7a. Circle something that is wrong below.

He can gulp.

The sink has a plug.

The<sup>y</sup> can leap.



R

## Writing in a Book

7b. Circle something that is wrong below.

You are a pest.

Sam likes pink.

It is fun to jump.



R

8a. Tick the sentences which are written in the right place.

It is a plan.

She wants to sing.

You are a boy.



R

8b. Tick the sentences which are written in the right place.

It is in the pond.

It is dawn.

It is a Pram.



R

9a. Write these words on a line.

bond

rest

jump

pong

gasp



A

9b. Write these words on a line.

pant

grab

grip

pump

yelp



A

## Application and Reasoning Writing in a Book

### Developing

- 1a. The gap between 'I am Ed.' and the line. Children should be able to explain their reasoning verbally if prompted.
- 2a. 'He is a man'. Children should be able to explain their reasoning verbally if prompted.
- 3a. The words should be written directly on top of the line.

### Expected

- 4a. The gap between 'We' and the margin. Children should be able to explain their reasoning verbally if prompted.
- 5a. 'We had a chat.'. Children should be able to explain their reasoning verbally if prompted.
- 6a. The words should be written directly on top of the line, with any descenders dropping below it.

### Greater Depth

- 7a. The 'H' overlapping the margin and the 'y' with a descender above the line. Children should be able to explain their reasoning verbally if prompted.
- 8a. 'It is a plan.' Children should be able to explain their reasoning verbally if prompted.
- 9a. The words should be written directly on top of the line, with any descenders dropping below it.

## Application and Reasoning Writing in a Book

### Developing

- 1b. The gap between 'You are Dan.' and the line. Children should be able to explain their reasoning verbally if prompted.
- 2b. 'I am hot'. Children should be able to explain their reasoning verbally if prompted.
- 3b. The words should be written directly on top of the line.

### Expected

- 4b. The gap between 'You will slip' and the line. Children should be able to explain their reasoning verbally if prompted.
- 5b. 'It is a slug'. Children should be able to explain their reasoning verbally if prompted.
- 6b. The words should be written directly on top of the line, with any descenders dropping below it.

### Greater Depth

- 7b. The gaps between 'Sam' and 'It' and the margin. Children should be able to explain their reasoning verbally if prompted.
- 8b. 'It is in the pond.' and 'It is dawn'. Children should be able to explain their reasoning verbally if prompted.
- 9b. The words should be written directly on top of the line, with any descenders dropping below it.