

Varied Fluency

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:

Developing Questions to support learning to write on lines and alongside margins. Questions have simpler answers, fewer options and using no words with descenders.

Expected Questions to support learning to write on lines and alongside margins. Questions have less obvious answers, more options and use words with one descender.

Greater Depth Questions to support learning to write on lines and alongside margins. Questions have subtle answers, more options and use words with multiple descenders.

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

Did you like this resource? Don't forget to [review](#) it on our website.

Writing in a Book

1a. Tick if this looks right, cross if it looks wrong.

I am wet.



VF

Writing in a Book

1b. Tick if this looks right, cross if it looks wrong.

I am Tom.



VF

2a. Tick which line you should write on next.

cot cot cot



Same line

New line



VF

2b. Tick which line you should write on next.

sun sun



Same line

New line



VF

3a. Match the descriptions to the words written by the margins.

cow

Too far away

rat

Just right



VF

3b. Match the descriptions to the words written by the margins.

mat

Slanted away

can
can

Just right



VF

4a. If these words were written on a line, where should the line be? Draw it.

The man is mad.



VF

4b. If these words were written on a line, where should the line be? Draw it.

The cat is sad.



VF

Writing in a Book

5a. Tick if these sentences look right, cross if they look wrong.

~~I am a frog.~~

I am cold.



VF

Writing in a Book

5b. Tick if these sentences look right, cross if they look wrong.

I am Alex.

I can skip.



VF

6a. Tick which line you should write on next.

slop slop slop slop

Same line

New line



VF

6b. Tick which line you should write on next.

clap clap clap clap

Same line

New line



VF

7a. Match the descriptions to the words written by the margins.

king

Slanted away

sing

Just right

grin
grin

Over the margin



VF

7b. Match the descriptions to the words written by the margins.

blob

Too far away

trap

Over the margin

trip

Just right



VF

8a. If these words were written on a line, where should the line be? Draw them.

Ted hit his leg.

I can see a swan.



VF

8b. If these words were written on a line, where should the line be? Draw them.

The crab is on the sand.

The crow is in the sky.



VF

Writing in a Book

9a. Tick if these sentences look right, cross if they look wrong.

I am glad.

~~It is a gift.~~

I want a ring.



VF

Writing in a Book

9b. Tick if these sentences look right, cross if they look wrong.

I am Todd.

~~I am glum.~~

~~I can prod.~~



VF

10a. Tick which line you should write on next.

bump bump bump

Same line

New line



VF

10b. Tick which line you should write on next.

grip grip grip grip

Same line

New line



VF

11a. Match the descriptions to the words written by the margins.

plug

Over the margin

ping

Too far away

sift
sift

Slanted away



VF

11b. Match the descriptions to the words written by the margins.

drip

Too far away

slip

Just right

gulp

Over the margin



VF

12a. If these words were written on two lines, with a margin where should the lines and margin be? Draw them.

I bang on my drum.

I can sing a song.



VF

12b. If these words were written on two lines, with a margin where should the lines and margin be? Draw them.

I go to the bank.

I jump on the step.



VF

Varied Fluency Writing in a Book

Developing

- 1a. ✓
- 2a. **New line.**
- 3a. **cow = Too far away; rat = Just right.**
- 4a. **The line should be horizontal and directly underneath the letters.**

Expected

- 5a. **'I am a frog.' = X. 'I am cold' = X.**
- 6a. **New line.**
- 7a. **king = Just right; sing = Over the margin; grin = Slanted away.**
- 8a. **One horizontal line underneath each sentence. Directly underneath the main bulk of the letters but above the bottom of the descenders.**

Greater Depth

- 9a. **'I am glad.' = X. 'It is a gift.' = X. 'I want a ring.' = ✓.**
- 10a. **Same line.**
- 11a. **plug = Too far away; ping = Over the margin; sift = Slanted away.**
- 12a. **Horizontal line directly underneath the main bulk of the letters in each sentence but above the bottom of the descenders. The margin should be vertical, and just to the left of the first letters of both sentences.**

Varied Fluency Writing in a Book

Developing

- 1b. **X**
- 2b. **Same line.**
- 3b. **mat = Just right; can = Slanted away.**
- 4b. **The line should be horizontal and directly underneath the letters.**

Expected

- 5b. **'I am Alex.' = ✓. 'I can skip.' = X.**
- 6b. **Same line.**
- 7b. **blob = Just right; trap = Over the margin; trip = Too far away.**
- 8b. **One horizontal line underneath each sentence. Directly underneath the main bulk of the letters but above the bottom of the descenders.**

Greater Depth

- 9b. **'I am Todd.' = ✓. 'I am glum.' = X. 'I can prod.' = X.**
- 10b. **New line.**
- 11b. **drip = Over the margin; slip = Too far away; gulp = Just right**
- 12b. **Horizontal line directly underneath the main bulk of the letters in each sentence but above the bottom of the descenders. The margin should be vertical, and just to the left of the first letters of both sentences.**