

Year 1

Writing - Composition	Writing – Vocab, Grammar, Punctuation	Transcription - Spelling	Transcription - Handwriting
Write sentences by saying out loud what he/she is going to write about	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun	Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Sit correctly at a table, holding a pencil comfortably and correctly
Compose and write sentences independently to convey ideas	Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper	Spell words containing each of the 40+ phonemes already taught	Form lower-case letters in the correct direction, starting and finishing in the right place
Write sentences, sequencing them to form short narratives (real or fictional)	Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat	Spell some common exception words	Form capital letters
Discuss what he/she has written with the teacher or other pupils	Understand how words can combine to make sentences	Spell the days of the week	Form digits 0-9
Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Join words and clauses using and	Name the letters of the alphabet in order	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these
Write sentences by re-reading what he/she has written to check that it makes sense	Separate words with spaces	Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	
	Use capital letters and full stops to demarcate sentences in some of his/her writing	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	
	Begin to punctuate work using question marks and exclamation marks	Add prefixes and suffixes using the prefix un-	
	Use a capital letter for names of people, places, the days of the week, and the personal pronoun I	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest	
	Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark	Apply simple spelling rules and guidance, as listed in (English Appendix 1)	
		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	