

Key Learning in Writing: Year 1



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with spaces. ▪ Use punctuation to demarcate simple sentences (capital letters and full stops). ▪ Use capital letter for the personal pronoun <i>I</i>. ▪ Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks. ▪ Use the joining word <i>and</i> to link words and clauses. ▪ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ▪ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▪ Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▪ Orally plan and rehearse ideas. ▪ Sequence ideas and events in narrative. ▪ Sequence ideas and events in non-fiction. ▪ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Compose and sequence their own sentences to write short narratives. ▪ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ▪ Use formulaic phrases to open and close texts. ▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▪ Read aloud their writing audibly to adults and peers. 	<ul style="list-style-type: none"> ▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. ▪ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ▪ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. ▪ Divide words into syllables, e.g. <i>pocket</i>. ▪ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ▪ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ▪ Add s and es to words, e.g. <i>thanks, catches</i>. ▪ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ▪ Add -er and -est to adjectives where no change is needed to the root word. ▪ Spell words with vowel digraphs. ▪ Spell words with vowel trigraphs. ▪ Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ▪ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ▪ Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ▪ Add the prefix -un. ▪ Spell compound words, e.g. <i>farmyard, bedroom</i>. ▪ Spell common exception words (see below). ▪ Spell days of the week. ▪ Name the letters of the alphabet in order. ▪ Use letter names to distinguish between alternative spellings of the same sound. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ▪ Sit correctly at a table and hold a pencil correctly. ▪ Hold a pencil with an effective grip. ▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. ▪ Form digits 0-9 correctly. <ul style="list-style-type: none"> - Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n, p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▪ Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). ▪ Form capital letters correctly.