

Writing: Year 1

Composition		Transcription	
<u>Vocabulary, grammar and punctuation</u>	<u>Composition</u>	<u>Spelling</u>	<u>Handwriting</u>
<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 conjunction <i>and</i> to join and link words and clauses. Extend range of conjunctions to join and link words and clauses using <i>but</i> and <i>or</i>. Begin to use the subordinate conjunction <i>because</i>. Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</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>. 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/ Spell words with ff, ll, Spell words with ss, zz and ck, 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 suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. 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 Year 1 common exception words Spell days of the week. <p>-----</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. 	<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: <ul style="list-style-type: none"> '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 ('tall letters') and descenders ('tails'). Form capital letters correctly.

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