

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 'un' 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: <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.