**Year 1**

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| **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 |  |