Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
▪ 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*. ▪ 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 *and* to link words and clauses. ▪ Extend range of joining words to link words and clauses using *but* and *or*. ▪ Make **singular** nouns **plural** using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes*. ▪ Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper*. ▪ Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind*.	**Planning** ▪ 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. **Drafting and Writing** ▪ 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. *recounts, information texts, instructions*. ▪ Use formulaic phrases to open and close texts. ▪ Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*. **Evaluating and Editing** ▪ Discuss their writing with adults and peers. **Performing** ▪ Read aloud their writing audibly to adults and peers.	▪ 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. *off, well, miss, buzz, back*. ▪ Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think*. ▪ Divide words into syllables, e.g. *pocket*. ▪ Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch*. ▪ Spell words with the /v/ sound at the end of words, e.g. *have, live, give*. ▪ Add s and es to words, e.g. *thanks, catches*. ▪ 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. *happy*. ▪ Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel*. ▪ Spell words using k for the /k/ sound, e.g. *Kent*. ▪ Add the prefix –un. ▪ Spell compound words, e.g. *farmyard, bedroom*. ▪ 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.	▪ Sit correctly at a table and hold a pencil correctly. ▪ Hold a pencil with an effective grip. ▪ Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented*. ▪ Form digits 0-9 correctly. - 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 *('tall **letters**')* and descenders *('tails')*. ▪ Form **capital letters** correctly.

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