



Writing Expectations – Year 1

<i>Transcription</i>	<i>Handwriting</i>
<p>spell:</p> <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ sit correctly at a table, holding a pencil comfortably and correctly ○ begin to form lower-case letters in the correct direction, starting and finishing in the right place ○ form capital letters ○ form digits 0-9 ○ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<i>Composition</i>	<i>Vocabulary, grammar and punctuation</i>
<p>write sentences by:</p> <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> ○ discuss what they have written with the teacher or other pupils ○ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using <i>and</i> ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 ○ use the grammatical terminology in English Appendix 2 in discussing their writing.

Vocabulary, Grammar and Punctuation Requirements for Y1

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boaf</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>