

Date and genre of work:									
<b>Working towards the expected standard in Y1</b>									
<b>The pupil can, after discussion with the teacher:</b>									
hold a pencil between thumb and two fingers, no longer using whole hand grasp									
write sentences which can be read by themselves and others (without punctuation)									
use capital letters for their name and the personal pronoun /									
use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible									
spell some Year 1 common exception words									
spell some suffixes from the year 1 spelling patterns [see National Curriculum]									
form many letters with the correct starting and finishing point – size may vary									
begin to space words accurately									
<b>Working at the expected standard in Y1</b>									
<b>The pupil can, after discussion with the teacher:</b>									
write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)									
use capital letters and full stops to demarcate some sentences accurately									
use capital letters for proper nouns									
use question marks to demarcate some sentences									
use exclamation marks to demarcate some sentences									
use the joining word <i>and</i>									
use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible									
add the suffixes <i>-ing, -ed, -er -est</i> to spell some words correctly									
Add the regular plural noun suffixes <i>-s</i> or <i>-es</i>									
spell most Year 1 common exception words taught									
form many lower case and capital letters accurately									
write with many letters accurate in shape and size, including capital letters and digits									
use spacing between words									
re-read writing to check that it makes sense									
read aloud their writing to each other and the teacher									
<b>Working at greater depth in Y1</b>									
<b>The pupil can, after discussion with the teacher:</b>									
always think of the reader as they write, making precise word choices									
always know when to use the joining word <i>and</i> in a sentence, using it appropriately and sparingly									
consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly									
consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly									
improve writing after discussion with the teacher									

Year 1	Pupils should be taught to
Writing Transcription – Spelling  (See <a href="#">English Appendix 1</a> )	<ul style="list-style-type: none"> <li>• spell:               <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> <li>○ common exception words</li> <li>○ the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:               <ul style="list-style-type: none"> <li>○ naming the letters of the alphabet in order</li> <li>○ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes:               <ul style="list-style-type: none"> <li>○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ using the prefix un–</li> <li>○ 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]</li> </ul> </li> <li>• apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
Writing Transcription - Handwriting	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul>
Writing – Composition	<ul style="list-style-type: none"> <li>• write sentences by:               <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:               <ul style="list-style-type: none"> <li>○ leaving spaces between words</li> <li>○ joining words and joining clauses using ‘and’</li> <li>○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>○ learning the grammar for year 1 in <a href="#">English Appendix 2</a></li> </ul> </li> <li>• use the grammatical terminology in English <a href="#">English Appendix 2</a> in discussing their writing</li> </ul>

#### **Appendix 2 (Year 1 Content)**

##### **Word**

Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

##### **Sentence**

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

##### **Text**

Sequencing **sentences** to form short narratives

##### **Punctuation**

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun** I

**Terminology** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark