Year 1 Writing Expectations



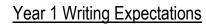
	Autumn	Spring	Summer
	Name the letters of the alphabet. Use letter names to distinguish between alternative spellings of the same sound.		
Transcription	Spell using GPCs that have been taught. Graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, i, o, c, g, alternative pronunciation u, ow, ie, ea, alternative pronunciation er, a, y, ch, alternative pronunciation r, s, alternative spellings sh, alternative spellings v, w, alternative spellings	Spell words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings. Graphemes: ai, alternative spellings ee, alternative spellings igh, alternative spellings oa, alternative spellings long oo, alternative spellings short oo, alternative spellings	Spell common exception words using unusual correspondences between spelling and sound where these occur in the word. Read words containing taught GPC's and: Graphemes: ar, or alternative spellings ur, alternative spellings ow, alternative spellings oi, alternative spellings ear, air, alternative spellings e, i, o, u alternative spellings zh, alternative spellings
	Adding -s to words (plural of nouns and the third person singular of verbs).	Add -es to words (plural of nouns and the third person singular of verbs).	Add the endings –ing, -er and –ed to verbs where no change is needed to the root word.
			Use the prefix –un on the beginning of a word without any change to the spelling of the root word.
Composition	Say out loud what they are going to write about.	Sequence given sentences to form a short narrative. (real or fictional)	Begin to sequence own sentences to form short narratives
Composition	Compose a sentence orally before writing it.	Re-read their sentence to check that it makes sense.	Re-read what they have written to check that it makes sense.
	Leave finger spaces between words.	Use capital letters for the beginning of a sentence and for the personal pronoun 'I'.	Use a capital letter and full stop, question mark or exclamation mark to punctuate many sentences.
	Begin to punctuate sentences using capital letters and full stops.	Begin to punctuate sentences using a question mark or exclamation mark as appropriate.	Use a capital letter for names of people, places and days of the week.
Vocabulary, Grammar and punctuation	Use the terminology of letter, word, sentence and full stop accurately and confidently in their work.	Use the terminology of text, capital letter, singular, plural and punctuation accurately and confidently in their work.	Use the terminology of question mark and exclamation mark accurately and confidently in their work. Use the terminology noun, adjective, verb when classifying words.
	Use word and to join words in a sentence. (for example The cat is black and white)	Use the word 'and' to join clauses in a sentence.	
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Understand which letters belong to which handwriting 'families.'- caterpillar, long ladder, short ladder, zig zag	Begin to form lowercase letters correctly- starting in the correct direction, starting and finishing in the right place.	Form digits 0-9 correctly

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	Know, understand and use the terms:
	letter, capital letter
	word, singular, plural,
	sentence
	punctuation, full stop, question mark,
	exclamation mark
	noun, adjective, verb

Not yet at expected standard	Expected standard	Proficient in the expected standard
Children who required additional intervention	Children who demonstrated knowledge and	Children able to apply their range of knowledge
to enable them to access the curriculum	understanding of the National Curriculum objectives for	across a range of subjects with a proficient
expectations	the term	grasp of the concepts studied





Autumn		
Spring		
Summer		