

Year 1 Writing Expectations

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

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			<p>Know, understand and use the terms:</p> <p>letter, capital letter</p> <p>word, singular, plural,</p> <p>sentence</p> <p>punctuation, full stop, question mark,</p> <p>exclamation mark</p> <p>noun, adjective, verb</p>
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	Not yet at expected standard	Expected standard	Proficient in the expected standard
	Children who required additional intervention to enable them to access the curriculum expectations	Children who demonstrated knowledge and understanding of the National Curriculum objectives for the term	Children able to apply their range of knowledge across a range of subjects with a proficient grasp of the concepts studied

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