| **Year 1 WRITING** | | | | | |
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| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** |
| **Handwriting** | * I sit correctly at a table, holding a pencil comfortably and correctly. * I form the digits 0-9. | | * I form lower case letters in the correct direction, starting and finishing in the right place. *(cursive- kicks and flicks)* * I understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways). | | * I name the letters of the alphabet in order. * I form capital letters. |
| **Spelling** | * I spell unknown words using my phonemes (sounds). *(phonetically plausible attempts: yoo, rayn- rain, sed- said frend for friend)* | | * I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. * I use the prefix – un. * I write from memory simple dictated sentences including the words taught so far. * I can correctly spell words containing each of the 40+ phonemes already taught | | * I use letter names to show alternative spellings of the same phonemes. * I spell word that use suffixes for plurals or third person. *(E*.g.: adding s/es- *box, fox, fix, pencil, pen)* * I can spell the days of the week. |
| **Composition** | * I say a sentence out loud before I write it down. (*Hold a sentence)* | | * I can plan my writing by saying what I am going to write about. *(build a sentence)* * I can read my own writing aloud so it can be heard by others and to check for sense. *'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'* | | * I sequence sentences to form short narratives. *(Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)* * I use sequence sentences in chronological order to recount an event /experience. *(Basic adverbials for when-First, Then, Next, After that)* |
| **Grammar** | * I use the personal pronoun ‘I’ | | * I use ‘and’ to join ideas within a sentence. *‘I went to the park and played on the swing.’* | | * I may attempt to use other conjunctions. * I make sure that word choices are relevant to the context and I use word banks to support this. * I begin to use adjectives to add detail to my sentences. |
| **Punctuation** | * I leave spaces between words. * I use a capital letter for the start of a sentence. | | * I begin to use other punctuation such as exclamation and question marks. * I use a full stop accurately. | | * I use capital letters for the names of people, places and days of the week. *(Aa)* |
| **Working at a HIGHER STANDARD (Greater Depth)** | | | | | |
| **YEAR 1 WRITING** | | | | | |
| **Transcription** | | **Composition** | | **Drafting, Editing and Proof Reading** | |
| * My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate. * I am consistent with the use of capital letters for the pronoun ‘I’ and for proper nouns. * I use taught spelling rules and patterns independently and accurately. * My letters are correctly formed and oriented and start and finish in the correct place. | | * In narrative writing, I use structures and language from familiar stories effectively and accurately. * In non-narrative recounts, my events are related with some detail and may also include a personal comment. * My writing demonstrates a growing understanding of different text types dependent on classroom experiences. * I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me. | | * I make changes to my writing following re-reading and reflection. | |