| **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.
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| **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.
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| **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)*
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| **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.
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| **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)*
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| **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.
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