

## Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Separate words with spaces.</li> <li>▪ Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>▪ Use capital letter for the personal pronoun <i>I</i>.</li> <li>▪ Use capital letters for names of people, places and days of the week.</li> <li>▪ Identify and use question marks and exclamation marks.</li> <li>▪ Use the joining word <i>and</i> to link words and clauses.</li> <li>▪ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>▪ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>▪ Add suffixes to verbs <b>where no spelling change is needed</b> to the root word e.g. <i>helping, helped, helper</i>.</li> <li>▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Sequence ideas and events in narrative.</li> <li>▪ Sequence ideas and events in non-fiction.</li> <li>▪ Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▪ Orally compose every sentence before writing.</li> <li>▪ Re-read every sentence to check it makes sense.</li> <li>▪ Compose and sequence their own sentences to write short narratives.</li> <li>▪ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li> <li>▪ Use formulaic phrases to open and close texts.</li> <li>▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▪ Discuss their writing with adults and peers.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>▪ Spell words with the sounds /t/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> <li>▪ Spell words with the /n/sound spelt n before k, e.g. <i>bank, think</i>.</li> <li>▪ Divide words into syllables, e.g. <i>pocket</i>.</li> <li>▪ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> <li>▪ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</li> <li>▪ Add s and es to words, e.g. <i>thanks, catches</i>.</li> <li>▪ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> <li>▪ Add -er and -est to adjectives where no change is needed to the root word.</li> <li>▪ Spell words with vowel digraphs.</li> <li>▪ Spell words with vowel trigraphs.</li> <li>▪ Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.</li> <li>▪ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> <li>▪ Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> <li>▪ Add the prefix -un.</li> <li>▪ Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> <li>▪ Spell common exception words (see below).</li> <li>▪ Spell days of the week.</li> <li>▪ Name the letters of the alphabet in order.</li> <li>▪ Use letter names to distinguish between alternative spellings of the same sound.</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>	<ul style="list-style-type: none"> <li>▪ Sit correctly at a table and hold a pencil correctly.</li> <li>▪ Hold a pencil with an effective grip.</li> <li>▪ Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</li> <li>▪ Form digits 0-9 correctly.               <ul style="list-style-type: none"> <li>- Practise forming letters in handwriting families:</li> <li>- 'Long ladders' – i, j, l, t, u,</li> <li>- 'One armed robots' – b, h, m, n p, r</li> <li>- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s</li> <li>- Zig-zag letters – k, v, w, x, y, z</li> </ul> </li> <li>▪ Have clear ascenders ('tall letters') and descenders ('tails').</li> <li>▪ Form capital letters correctly.</li> </ul>