

Year 1 –

Name:	A	B	C	D	E	F	Collection
	Labels, Lists and Captions	Stories	Instruction	Recount	Non – fiction (postcard and invite)	Poetry	
The pupil can:							
Vocabulary, grammar and punctuation							
▪ Say, and hold in memory whilst writing, simple sentences which make sense.							
▪ Write simple sentences that can be read by themselves and others.							
▪ Separate words with spaces.							
▪ Use punctuation to demarcate simple sentences (capital letters and full stops).							
▪ Use capital letter for the personal pronoun I.							
▪ Use capital letters for names of people, places and days of the week.							
▪ Identify and use question marks and exclamation marks.							
▪ Use the joining word and to link words and clauses.							
▪ Extend range of joining words to link words and clauses using but and or.							
▪ Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.							
▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.							
▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.							
Composition							
Planning							
▪ Orally plan and rehearse ideas.							
▪ Sequence ideas and events in narrative.							
▪ Sequence ideas and events in non-fiction.							
▪ Use familiar plots for structuring the opening, middle and end of their stories.							
Drafting and Writing							
▪ Orally compose every sentence before writing.							
▪ Re-read every sentence to check it makes sense.							

▪ Compose and sequence their own sentences to write short narratives.							
▪ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i> .							
▪ Use formulaic phrases to open and close texts.							
▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i> .							
Evaluating and Editing							
▪ Discuss their writing with adults and peers.							
Performing							
▪ Read aloud their writing audibly to adults and peers.							
Spelling							
▪ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.							
▪ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i> .							
▪ Spell words with the /ŋ/ sound spelt n before k, e.g. <i>bank, think</i> .							
▪ Divide words into syllables, e.g. <i>pocket</i> .							
▪ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i> .							
▪ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i> .							
▪ Add s and es to words, e.g. <i>thanks, catches</i> .							
▪ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.							
▪ Add -er and -est to adjectives where no change is needed to the root word.							
▪ Spell words with vowel digraphs.							
▪ Spell words with vowel trigraphs.							
▪ Spell words ending -y (/i:/ or /I/), e.g. <i>happy</i> .							
▪ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i> .							
▪ Spell words using k for the /k/ sound, e.g. <i>Kent</i> .							
▪ Add the prefix -un.							
▪ Spell compound words, e.g. <i>farmyard, bedroom</i> .							
▪ Spell common exception words (see below).							
▪ Spell days of the week.							
▪ Name the letters of the alphabet in order.							
▪ Use letter names to distinguish between alternative spellings of the same sound.							
▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.							
Handwriting							

▪ Sit correctly at a table and hold a pencil correctly.							
▪ Hold a pencil with an effective grip.							
▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented.</i>							
▪ Form digits 0-9 correctly.							
- Practise forming letters in handwriting families:							
- 'Long ladders' – i, j, l, t, u,							
- 'One armed robots' – b, h, m, n, p, r							
- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s							
- Zig-zag letters – k, v, w, x, y, z							
▪ Have clear ascenders (' <i>tall letters</i> ') and descenders (' <i>tails</i> ').							
▪ Form capital letters correctly.							