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| **Age-related expectations: Year One**Writing |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**1. I can spell words containing each of the 40+phonemes already taught (Phase 3).2. I can spell common exception words.3. I can spell days of the week.4. I can name all the letters of the alphabet in order.5. I can write from memory simple sentences dictatedby the teacher that include words using the GPCsand common exception words taught so far.6. I can use letter names to show alternative spellingsof the same phoneme (eg identifying knownphonemes in unfamiliar words, using syllables,narrowing down possibilities).7. I can use the suffix ‘s’ or ‘es’ for plurals.8. I can use the suffix ‘s’ or ‘es’ for third person singularverbs.9. I can add suffixes ‘ing’, ‘er’, ‘ed’ and ‘est’ to verbswhere no spelling change is needed to root word eghelping, helped, helper.10. I know how the prefix ‘un’ can be added to verbs andadjectives to change meaning.**Handwriting**11. I am beginning to form lower case letters in thecorrect direction, starting and finishing in the rightplace.12. I can form capital letters.13. I can form digits 0-9.14. I can sit correctly at a table, holding a pencilcomfortable and correctly (paper at an angle, nonwritinghand holding paper).**Spelling**Sound out spelling when not sure and come up with phoneticallyplausible attempts at spelling unfamiliar wordsSpell almost all words in the Year 1 and 2 list accurately**Handwriting**Know which letters have ascenders and descendersConsistent in use of small case and capital letters | **Grammar**15. I can combine words to make a sentence.16. I can write sentences with one ‘chunk’ of meaning(or join ‘chunks’ of meaning – see below).17. I can use ‘and’ to join two clauses and words in alist.**Punctuation**18. I am beginning to start and end sentences:use capital letters to start use a full stop to endor question mark / exclamation mark.19. I can use a capital letter: for ‘I’ for everyday proper nouns.20. I can separate words using (finger) spaces.***Grammar and punctuation terminology****word**sentence**letter**capital letter**singular**full stop**punctuation**question mark**exclamation mark***Sentence structure**Use adverbs to start sentences. For example – Slowly…,Carefully…, Fortunately…Use pronouns to avoid repetitionMake sentences longer and use words other than ‘and’ and ‘then’ tojoin ideas together | **Purpose and organisation**21. I can sequence sentences to form a short recount ornarrative.22. I can say what I’m going to write and then composea sentence orally before writing it.**Editing**23. I can re-read what I have written to check that itmakes sense (with an adult if needed).24. I can discuss and read aloud what I have written.25. I can identify two sentences that are ‘squashed’,knowing they need to be separated (full stops, ! or?) or joined (conjunctions).**Purpose and organisation**Sequence a short story or series of events related to learning inscience, history and geographyStart a narrative by introducing a characterOrganise writing so that the purpose is clear |