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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 dictated  by the teacher that include words using the GPCs  and common exception words taught so far.  6. I can use letter names to show alternative spellings  of the same phoneme (eg identifying known  phonemes 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 singular  verbs.  9. I can add suffixes ‘ing’, ‘er’, ‘ed’ and ‘est’ to verbs  where no spelling change is needed to root word eg  helping, helped, helper.  10. I know how the prefix ‘un’ can be added to verbs and  adjectives to change meaning.  **Handwriting**  11. I am beginning to form lower case letters in the  correct direction, starting and finishing in the right  place.  12. I can form capital letters.  13. I can form digits 0-9.  14. I can sit correctly at a table, holding a pencil  comfortable and correctly (paper at an angle, nonwriting  hand holding paper).  **Spelling**  Sound out spelling when not sure and come up with phonetically  plausible 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 a  list.  **Punctuation**  18. I am beginning to start and end sentences:  use capital letters to start use a full stop to end  or 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’ to  join ideas together | **Purpose and organisation**  21. I can sequence sentences to form a short recount or  narrative.  22. I can say what I’m going to write and then compose  a sentence orally before writing it.  **Editing**  23. I can re-read what I have written to check that it  makes 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 in  science, history and geography  Start a narrative by introducing a character  Organise writing so that the purpose is clear |