

# Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>§ Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</p> <p>§ Write simple <b>sentences</b> that can be read by themselves and others.</p> <p>§ Separate <b>words</b> with spaces.</p> <p>§ Use <b>punctuation</b> to demarcate simple <b>sentences</b> (<b>capital letters</b> and <b>full stops</b>).</p> <p>§ Use capital <b>letter</b> for the personal pronoun <i>I</i>.</p> <p>§ Use <b>capital letters</b> for names of people, places and days of the week.</p> <p>§ Identify and use <b>question marks</b> and <b>exclamation marks</b>.</p> <p>§ Use the joining word <i>and</i> to link words and clauses.</p> <p>§ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</p> <p>§ Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</p> <p>§ Add suffixes to verbs where no spelling change is needed to the root <b>word</b> e.g. <i>helping, helped, helper</i>.</p> <p>§ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p>	<p><b>Planning</b></p> <p>§ Orally plan and rehearse ideas.</p> <p>§ Sequence ideas and events in narrative.</p> <p>§ Sequence ideas and events in non-fiction.</p> <p>§ Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><b>Drafting and Writing</b></p> <p>§ Orally compose every <b>sentence</b> before writing.</p> <p>§ Re-read every <b>sentence</b> to check it makes sense.</p> <p>§ Compose and sequence their own sentences to write short narratives.</p> <p>§ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</p> <p>§ Use formulaic phrases to open and close texts.</p> <p>§ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</p> <p><b>Evaluating and Editing</b></p> <p>§ Discuss their writing with adults and peers.</p> <p><b>Performing</b></p> <p>§ Read aloud their writing audibly to adults and peers.</p>	<p>§ Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</p> <p>§ 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>.</p> <p>§ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>.</p> <p>§ Divide words into syllables, e.g. <i>pocket</i>.</p> <p>§ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</p> <p>§ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</p> <p>§ Add s and es to words, e.g. <i>thanks, catches</i>.</p> <p>§ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</p> <p>§ Add -er and -est to adjectives where no change is needed to the root word.</p> <p>§ Spell words with vowel digraphs.</p> <p>§ Spell words with vowel trigraphs.</p> <p>§ Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.</p> <p>§ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</p> <p>§ Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</p> <p>§ Add the prefix -un.</p> <p>§ Spell compound words, e.g. <i>farmyard, bedroom</i>.</p> <p>§ Spell common exception words (see below).</p> <p>§ Spell days of the week.</p> <p>§ Name the letters of the alphabet in order.</p> <p>§ Use letter names to distinguish between alternative spellings of the same sound.</p> <p>§ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>§ Sit correctly at a table and hold a pencil correctly.</p> <p>§ Hold a pencil with an effective grip.</p> <p>§ Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</p> <p>§ Form digits 0-9 correctly.</p> <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> <p>§ Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>').</p> <p>§ Form <b>capital letters</b> correctly.</p>