

Year 1 Writing

Performance standard

By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.

A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.

A child can:

- Sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;
- Read back words that have been spelt;
- Spell some words in a phonically plausible way, even if sometimes incorrectly;
- Write simple dictated sentences that include words taught so far;
- Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and
- Recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.

A child is able to form letters correctly and confidently.

A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary.

Year 1 Writing

In addition to prior learning, by the end of the Year 1 pupils should be able to:

Transcription: Spelling and handwriting	Applying vocabulary grammar and punctuation	Composition
<p>Begin to form lower case letters in the correct direction starting and finishing in the right place.</p> <ul style="list-style-type: none"> • Sit correctly at a table • Hold a pencil correctly and comfortably • Form 0 - 9 • Form capital letters • Understand handwriting families <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Name the letters of the alphabet in order.</p> <p>Add prefix and suffix</p> <ul style="list-style-type: none"> • Plural -s -es • Prefix un- • -ing -ed -er -est <p>Spell days of the week.</p> <p>Spell common exception words.</p> <p>Spell compound words.</p> <p>Write from memory simple sentences dictated by teachers that include words taught so far.</p>	<p>Rehearse sentences orally by:</p> <ul style="list-style-type: none"> • Composing sentences orally before writing it <p>Write simple sentences that:</p> <ul style="list-style-type: none"> • Are mostly grammatically accurate • Are sometimes demarked with capital letters and full stops • Begin to explore the use of exclamation marks, question marks and capital letters for proper nouns. <p>Children are familiar with the terms letter, capital letter, word singular, plural, sentence, full stop, question mark, exclamation mark and punctuation</p>	<p>Write short texts that achieve a basic purpose (e.g. recount an event, tell a made up story...) by:</p> <p>Rehearse texts before writing by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Discussing and planning the order of events, steps and topics using visual prompts. <p>Sequence sentences into simply structured texts by:</p> <ul style="list-style-type: none"> • Using formulaic openings and ending (e.g. Once upon a time, the end) • Using simple connectives (then, and) to list actions and events in time sequence • Placing simple steps in the correct order. <p>Write simple texts that engage the reader by including:</p> <ul style="list-style-type: none"> • Some relevant ideas or information • Some simple descriptive language (colour, size, simple emotions e.g. • Simple vocabulary that draws on key word knowledge (word banks, high frequency words) <p>Re-read what they have written to check it makes sense.</p> <p>Discuss what they have written with the teacher and other pupils.</p>