

## Year 1 Writing Expectations

### Component Knowledge

#### Pupils know that:

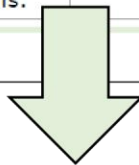
##### Transcriptional fluidity continues to be the primary goal.

- A sentence is a set of words that mean something. A sentence says something about someone or about a thing.
- A series of sentences in sequence can tell a story, recount events or convey information.
- We can remember and recall a sentence. This helps us to write the sentence. If we repeat the sentence several times, this helps us to remember all the words in the sentence.
- A written sentence always begins with a capital letter and ends with a full stop.
- Sometimes we can use *and* or *then* in place of a full stop. These joining words are called conjunctions.

#### Pupils know how to:

In addition to the vital transcriptional aspects:

- Orally rehearse a sentence and commit it to memory.
- Recognise when a sentence makes sense.
- Write three or four meaningful simple sentences in sequence. (While it is desirable that pupils write at greater length, please not at the expense of **technical accuracy and automaticity!**)
- Consistently use a capital letter and a full stop to demarcate each sentence.
- Leave appropriately sized spaces between words.
- Join two sentences using *and* or *then* to make a compound sentence. (Y2 NC)



### Composite Knowledge

#### Letter formation / Handwriting

##### Children know how to:

- sit correctly at a table, holding a pencil comfortably and correctly – BBC position.
- continue to develop tripod grip of a pencil/pen.
- write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.
- form digits 0-9.

#### Planning, Drafting and Editing

##### Children know how to:

- compose a sentence orally before writing.
- Say a sentence out loud before writing it – oral rehearsal.
- sequence sentences to form short narratives.
- read their writing to check that it makes sense to themselves and to an adult.
- to begin to independently make a change to their writing so that they make their writing better.

#### Audience, Purpose and Structure

##### Children know how to:

- use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
- start to engage readers in stories and news telling by using adjectives to describe.
- begin to write for different purposes: poetry, instructions, letter.

#### Sentence Structure (Including punctuation and grammar)

##### Children know how to:

- use simple sentence structures that are accurately punctuated with a capital letter and a full stop.

- use simple conjunctions (and, but) to link ideas in sentences.
- form simple compound sentences.
- use capital letters for names, places, the days of the week and the personal pronoun 'I'. ➤ use finger spaces.
- use full stops to end sentences.
- use question marks and exclamation marks.

## Grammar Terminology

### Recognise and use the terms:

- Letter
- Capital letter
- Word
- Singular noun
- Plural noun
- Sentence
- Full stop
- Question mark
- Exclamation mark

## Phonics & spelling Rules

- To know all letters of the alphabet and the sounds which they most commonly represent.
- To recognise consonant digraphs which have been taught and the sounds which they represent.
- To recognise vowel digraphs which have been taught and the sounds which they represent.
- To recognise words with adjacent consonants.
- To accurately spell most words containing the 40+ previously taught phonemes and GPCs.
- To spell some words in a phonically plausible way, even if sometimes incorrect.
- To apply Y1 spelling rules and guidance\*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oa' (e.g. road, coach); 'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).

## Common Exception words

- To spell most common exception words correctly.
- To spell days of the week correctly

## Prefixes and Suffixes

- To use -s and -es to form regular plurals correctly.
- To use the prefix 'un-' accurately.
- To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).

### Other Spelling conventions

- To spell simple compound words (e.g. dustbin, football).
- To read words that they have spelt.
- To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those

### Contexts for Writing

- Timeline (History)
- Narrative x 3
- Information Text (Science)
- Keys and Symbols – Mapwork (Geography)
- Poem (RE)
- Biography (History)
- Instructions (DT)
- Reflection (Music)
- Leaflet (Science)
- Evaluation (Art)
- Descriptive Writing (Narrative)
- Reflection (RSE)
- Science Report (Science)
- Evaluation (DT)
- Information Text (Geography)