

## Key Learning in Writing: Year One

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense</li> <li>• Write simple <b>sentences</b> that can be read by themselves and others</li> <li>• Separate <b>words</b> with finger spaces</li> <li>• Punctuate simple <b>sentences</b> with <b>capital letters</b> and <b>full stops</b></li> <li>• Use capital <b>letter</b> for the personal pronoun <i>I</i></li> <li>• Use <b>capital letters</b> for names of people, places and days of the week</li> <li>• Identify and use <b>question marks</b> and <b>exclamation marks</b></li> <li>• Use simple connectives to link ideas e.g. <i>and</i></li> <li>• <b>Pluralise</b> nouns using ‘<i>s</i>’ and ‘<i>es</i>’ e.g. <i>dog, dogs; wish, wishes</i></li> <li>• Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i></li> <li>• Add the prefix ‘<i>un</i>’ to verbs and adjectives to change the meaning, e.g. <i>untie, unkind</i></li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose every <b>sentence</b> before writing</li> <li>• Re-read every <b>sentence</b> to check it makes sense</li> <li>• Orally plan and rehearse ideas</li> <li>• Sequence ideas/events in order</li> <li>• Use formulaic phrases to open and close texts</li> <li>• Use familiar plots for structuring the opening, middle and end of their stories</li> <li>• Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i></li> <li>• Discuss their writing with adults and peers</li> <li>• Read aloud their writing to adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Name the <b>letters</b> of the alphabet in order</li> <li>• Use <b>letter</b> names to distinguish between alternative spellings of the same sound</li> <li>• Spell <b>words</b> containing each of the phonemes already taught</li> <li>• Be able to encode the sounds they hear in <b>words</b></li> <li>• Be able to read back <b>words</b> they have spelt</li> <li>• Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>)</li> <li>• Spell common exception <b>words</b></li> <li>• Spell the days of the week</li> <li>• Use the spelling rule for adding – <i>s</i> or – <i>es</i></li> <li>• Use the prefix <i>un-</i> for <b>words</b> without any change to the spelling of the root <b>word</b></li> <li>• Use suffixes – <i>ing, -ed, -er</i> and – <i>est</i> where no change is needed in the spelling of root <b>words</b></li> <li>• Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document</li> <li>• Write from memory simple <b>sentences</b> dictated by the teacher that include <b>words</b> taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil with an effective grip</li> <li>• Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i></li> <li>• Have clear ascenders (<i>‘tall letters’</i>) and descenders (<i>‘tails’</i>)</li> <li>• Form <b>capital letters</b> correctly</li> </ul>