

English

Key Learning Indicators of Performance in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
► <u>Say, and hold in memory whilst writing, simple sentences which make sense.</u> ► <u>Write simple sentences that can be read by themselves and others.</u> ► <u>Separate words with spaces.</u> ► <u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u> ► Use capital letter for the personal pronoun <i>I</i>. ► Use capital letters for names of people, places and days of the week. ► Identify and use question marks and exclamation marks. ► Use the joining word <i>and</i> to link words and clauses. ► Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ► Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ► Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ► Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.	Planning ► Orally plan and rehearse ideas. ► <u>Sequence ideas and events in narrative.</u> ► Sequence ideas and events in non-fiction. ► Use familiar plots for structuring the opening, middle and end of their stories. Drafting and Writing ► <u>Orally compose every sentence before writing.</u> ► <u>Re-read every sentence to check it makes sense.</u> ► Compose and sequence their own sentences to write short narratives. ► Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ► Use formulaic phrases to open and close texts. ► Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Evaluating and Editing ► Discuss their writing with adults and peers. Performing ► <u>Read aloud their writing audibly to adults and peers.</u>	► <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> ► 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>. ► Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. ► Divide words into syllables, e.g. <i>pocket</i>. ► Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ► Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ► Add s and es to words, e.g. <i>thanks, catches</i>. ► Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ► Add -er and -est to adjectives where no change is needed to the root word. ► Spell words with vowel digraphs. ► Spell words with vowel trigraphs. ► Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ► Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ► Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ► Add the prefix -un. ► Spell compound words, e.g. <i>farmyard, bedroom</i>. ► Spell common exception words (see below). ► Spell days of the week. ► <u>Name the letters of the alphabet in order.</u> ► <u>Use letter names to distinguish between alternative spellings of the same sound.</u> ► Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	► Sit correctly at a table and hold a pencil correctly. ► <u>Hold a pencil with an effective grip.</u> ► <u>Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</u> ► Form digits 0-9 correctly. ► Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ► Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). ► Form capital letters correctly.

