

Content from Previous Years	Write recognisable letters, most of which are correctly formed
	Spell words by identifying sounds in them and representing the sounds with a letter or letters
	Write simple phrases and sentences that can be read by others
	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases

A Year 1 writer...

Features of writing	I can say my sentences out loud
	I can orally compose a sentence before writing it
	I can write sentences: sequencing them to form short narratives or recount events
	I can write sentences: re-reading what I have written to check that it makes sense
	I can discuss what I have written with the teacher or other pupils
	I can read aloud my writing
	I can leave spaces between words
	I can join phrases and clauses using and (I like fish and chips, The lion is fierce and he is very strong)
	I can apply grammar for Year 1 in English appendix 2

Punctuation	I can punctuate 3-5 sentences using a capital letter, full stop or question (exclamation mark when reading)
	I can use capital letters for names of people, places, days of the week and personal pronoun I

Spelling (In line with school policy)	I can spell words that include the 40+ phonemes I have been taught
	I can spell many Year 1 Common Exception Words
	I can spell the days of the week
	I can name the letters of the alphabet in order
	I can use letter names to distinguish between alternative spellings of the same sound
	I can use spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
	I can use the prefix un-
	I can spell words ending in -ing, -ed, -er and -est where no change is needed in the spelling of root words
	I can apply the simple spelling rules and guidance as listed in English Appendix
	I can remember sentences my teacher reads to me and write them down correctly

Handwriting (In line with school policy)	I can sit correctly at a table and hold a pencil comfortably and correctly
	I am beginning to write my letters in the correct direction, starting and finishing in the correct place
	I can write capital letters
	I know which letters to form in similar ways/handwriting 'families'

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark