

YEAR 1	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKILL 1- SUPER SPELLER	<ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Common exception words • The days of the week • Name the letters of the alphabet: • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker,, quickest] • Using the prefix un– • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Evidence of phonetic attempts in unfamiliar words, e.g. maytinsteadofmate 	<ul style="list-style-type: none"> • Begin to use consonant clusters at the beginning of words, such as drop • Can use other words they know that sound like the word they want to spell • Some of the Year R 45 High Frequency words 	<ul style="list-style-type: none"> • Recognise and use the alternate ways of spelling phonemes • Most of the Year R 45 HF words are spelt correctly • Some recall of visual spelling patterns, e.g. -ight, -ulor -ing • Reliance on phonics strategies, e.g. becossfor because
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WRITING SKILL 2- STRUCTURE & ORGANISATION	<ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Decide which order to write their words 	<ul style="list-style-type: none"> • Use a simple structure in their writing, e.g. beginning, middle and 	<ul style="list-style-type: none"> • Retell events in the right order • Writing begins to show

	<ul style="list-style-type: none"> • Use and to link ideas • Can be mostly understood without mediating • Begin to write in different forms; e.g. lists, captions, simple stories, when guided • Simple beginning, middle and end are becoming apparent 	<p>end, or instructions written in the correct order</p> <ul style="list-style-type: none"> • Writing can be read without mediating • They can write more than one sentence about an idea 	<p>characteristics of chosen form based on the structure of known texts, e.g. Youwillneedin instructions</p> <ul style="list-style-type: none"> • Writing has more than one idea and says at least 2 things about each idea • They can write chronological and non-chronological texts using simple structures • Stories have a beginning, middle and end
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WRITING SKILL 3-	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Read aloud their writing clearly enough to be heard by their peers and the teacher. 		
AUDIENCE & PURPOSE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Choose words and phrases that tell people what they mean • Talk to an adult about ideas for their writing • Can read their writing back to an adult confidently 	<ul style="list-style-type: none"> • Choose the best words to write down their ideas • Some words might be more interesting, linked to the context, e.g. the dark dungeon when writing about castles • Try to put their ideas into writing for an audience, e.g. labels for a class display or a diary entry fo rthe Fire of London • Can read their writing back to themselves, starting to self correct 	<ul style="list-style-type: none"> • Use some specific word choices for description, such as the hairy dog • Use some technical language in non-fiction writing, such as thermometer when talking about a science experiment • Write so that people can understand what they are writing about • Writing still draws more on the characteristics of speech than writing • Writing communicates meaning beyond a simple sentence
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WRITING SKILL			

4- WORDS, WORDS, WORDS	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> Ask how to spell words during play writing 	<ul style="list-style-type: none"> Use words and phrases that are familiar from other stories, such as once upon a time 	<ul style="list-style-type: none"> Make some appropriate word choices from word banks, class lists and sentence openers
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WRITING SKILL 5- GRAMMAR	<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun I Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> Use simple words and sentences to write what they mean Can compose a sentence orally and attempt to replicate it in writing Use full stops at the end of some sentences Use capital letters at the beginning of their writing 	<ul style="list-style-type: none"> Write their words and phrases into sentences that make sense most of the time Use full stops at the end of sentences without support more consistently Use capital letters at the start of sentences all the time Can self-correct with a little prompting 	<ul style="list-style-type: none"> Sentences often start with the subject and verb, e.g. Harry run away. Simple and compound sentences are used Use some conjunctions to link ideas, such as and/but/then Use full stops and capital letters in all their sentences with growing accuracy Sentences demarcate units of meaning Some evidence of other types of punctuation
YEAR 1	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 6-	<ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 		

HANDWRITING	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	Letters are usually clearly shaped and correctly orientated.		