

Age-related expectations: Year One

Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none"> 1. I can spell words containing each of the 40+ phonemes already taught (Phase 3). 2. I can spell common exception words. 3. I can spell days of the week. 4. I can name all the letters of the alphabet in order. 5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities). 7. I can use the suffix 's' or 'es' for plurals. 8. I can use the suffix 's' or 'es' for third person singular verbs. 9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word eg helping, helped, helper. 10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning. <p>Handwriting</p> <ol style="list-style-type: none"> 11. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place. 12. I can form capital letters. 13. I can form digits 0-9. 14. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, nonwriting hand holding paper). <p>Spelling</p> <ul style="list-style-type: none"> ☒ Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words ☒ Spell almost all words in the Year 1 and 2 list accurately <p>Handwriting</p> <ul style="list-style-type: none"> ☒ Know which letters have ascenders and descenders ☒ Consistent in use of small case and capital letters 	<p>Grammar</p> <ol style="list-style-type: none"> 15. I can combine words to make a sentence. 16. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below). 17. I can use 'and' to join two clauses and words in a list. <p>Punctuation</p> <ol style="list-style-type: none"> 18. I am beginning to start and end sentences: use capital letters to start use a full stop to end or question mark / exclamation mark. 19. I can use a capital letter: for 'I' for everyday proper nouns. 20. I can separate words using (finger) spaces. <p>Grammar and punctuation terminology</p> <p><i>word</i> <i>sentence</i> <i>letter</i> <i>capital letter</i> <i>singular</i> <i>full stop</i> <i>punctuation</i> <i>question mark</i> <i>exclamation mark</i></p> <p>Sentence structure</p> <ul style="list-style-type: none"> ☒ Use adverbs to start sentences. For example – Slowly..., Carefully..., Fortunately... ☒ Use pronouns to avoid repetition ☒ Make sentences longer and use words other than 'and' and 'then' to join ideas together 	<p>Purpose and organisation</p> <ol style="list-style-type: none"> 21. I can sequence sentences to form a short recount or narrative. 22. I can say what I'm going to write and then compose a sentence orally before writing it. <p>Editing</p> <ol style="list-style-type: none"> 23. I can re-read what I have written to check that it makes sense (with an adult if needed). 24. I can discuss and read aloud what I have written. 25. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions). <p>Purpose and organisation</p> <ul style="list-style-type: none"> ☒ Sequence a short story or series of events related to learning in science, history and geography ☒ Start a narrative by introducing a character ☒ Organise writing so that the purpose is clear