



Year 1 Writing Expectations

Grammar, Punctuation, Spelling, Handwriting



By the end of the half term children will have mastered.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary, Grammar and Punctuation	<p>Name the letters of the alphabet.</p> <p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Introduce the term noun.</p> <p>Use nouns in a sentence.</p> <p>Introduce the term noun. What is a noun?</p> <p>Add the suffix -s as to nouns and verbs.</p>	<p>Use a capital letter for people, places, the days of the week and the personal pronoun I</p> <p>Introduce the term adjective.</p> <p>Use adjectives in a sentence.</p> <p>Join words using 'and'.</p>	<p>Introduce the term verb.</p> <p>Use verbs in a sentence.</p> <p>Add the suffix -ing to verbs where no change is needed in the spelling of root words (e.g. helping).</p> <p>Join clauses using 'and'.</p>	<p>Add the suffixes -ed and -er to verbs where no change is needed in the spelling of root words (e.g. helped, helper).</p> <p>Punctuate a sentence using a question mark.</p> <p>Punctuate a sentence using an exclamation mark.</p>	<p>Add the suffix -est to adjectives where no change is needed in the spelling of root words (e.g. longest, smartest, tallest).</p> <p>Add the prefix -un to change the meaning of verbs and adjectives (e.g. unkind, undo, untie)</p> <p>Add the suffix -es as to nouns and verbs.</p>	<p>Revisit joining clauses using 'and'.</p>
Composition	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Rereading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Rereading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Rereading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Rereading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Sequence sentences to form short narratives.</p>	<p>Sequence sentences to form short narratives.</p>

Spelling Linked to RWI	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Purple</p> <p>Spell using Set 1 sounds</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Pink</p> <p>Spell using Set 1 sounds</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Orange</p> <p>Spell using Set 1 + Set 2 sounds</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Yellow</p> <p>Spell using Set 1 + Set 2</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Yellow</p> <p>Spell using Set 1 + Set 2 + Set 3 sounds</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught: <p>Expected Stage by End of Half Term: Blue</p> <p>Spell using Set 1 + Set 2 + Set 3 sounds</p>
Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place: 'around' letters (c, a, o, d, g, q). 	<ul style="list-style-type: none"> • Form lower-case letters in the correct direction, starting and finishing in the right place: 'down' letters (l, t, b, p, k, h, i, j, m, n, r, u, y). • Form capital letters. 	<ul style="list-style-type: none"> • Form lower-case letters in the correct direction, starting and finishing in the right place: 'curly' letters (e, f, s) and 'zig zag' letters (v, w, z, x). 	<ul style="list-style-type: none"> • Practise writing words that contain letters of relative size to one another: floating (a, c, e, i, m, n, o, r, s, u, v, w, x, z), ascending (b, d, h, k, l, t, f) and descending (g, y, j, p, g). • Form digits 0-9. 	<ul style="list-style-type: none"> • Practise writing words that contain letters of relative size to one another: floating (a, c, e, i, m, n, o, r, s, u, v, w, x, z), ascending (b, d, h, k, l, t, f) and descending (g, y, j, p, g). 	<ul style="list-style-type: none"> • Practise writing words that contain letters of relative size to one another: floating (a, c, e, i, m, n, o, r, s, u, v, w, x, z), ascending (b, d, h, k, l, t, f) and descending (g, y, j, p, g).