



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	Name the letters of the alphabet. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Introduce the term noun. Use nouns in a sentence. Introduce the term noun. What is a noun? Add the suffix –s as to nouns and verbs.	Use a capital letter for people, places, the days of the week and the personal pronoun I Introduce the term adjective. Use adjectives in a sentence. Join words using ‘and’.	Introduce the term verb. Use verbs in a sentence. Add the suffix -ing to verbs where no change is needed in the spelling of root words (e.g. <i>helping</i>). Join clauses using ‘and’. Use co-ordinating conjunction ‘and’ to join main clauses.	Add the suffixes -ed and -er to verbs where no change is needed in the spelling of root words (e.g. <i>helped, helper</i>). Use <i>present and past tense mostly correctly and consistently</i>. Punctuate a sentence using a question mark. Punctuate a sentence using an exclamation mark.	Add the suffix -est to adjectives where no change is needed in the spelling of root words (e.g. <i>longest, smartest, tallest</i>). Add the prefix -un to change the meaning of verbs and adjectives (e.g. <i>unkind, undo, untie</i>) Add the suffix –es as to nouns and verbs.	Revisit joining clauses using ‘and’.
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Rereading what they have written to check that it makes sense. Discuss what they have written with the teacher. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Rereading what they have written to check that it makes sense. Discuss what they have written with the teacher. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Rereading what they have written to check that it makes sense. Discuss what they have written with the teacher. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about/ Composing a sentence orally before writing it Rereading what they have written to check that it makes sense. Write simple, coherent narratives about personal experiences and those of others, real or fictional Write about real events, recording them simply and clearly.	Sequence sentences to form short narratives. Write simple, coherent narratives about personal experiences and those of others, real or fictional Write about real events, recording them simply and clearly.	Sequence sentences to form short narratives. Write simple, coherent narratives about personal experiences and those of others, real or fictional Write about real events, recording them simply and clearly.

Spelling Linked to RWI	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Purple Spell using Set 1 sounds	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Pink Spell using Set 1 sounds	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Orange Spell using Set 1 + Set 2 sounds	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Yellow Spell using Set 1 + Set 2	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Yellow Spell using Set 1 + Set 2 + Set 3 sounds	• <i>Spell words containing each of the 40+ phonemes already taught:</i> Expected Stage by End of Half Term: Blue Spell using Set 1 + Set 2 + Set 3 sounds
Handwriting	• 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).	• 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.	• 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).	• 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.	• 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).	• 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). <i>Form capital letters and digits of correct size, orientation and relationship to lower-case letters</i>