



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
Grammar and Punctuation	<p>A sentence is a set of words that mean something.</p> <p>A sentence says something about someone or a thing.</p> <p>A sentence makes sense.</p> <p>Combine words to make a sentence.</p> <p>Sit correctly at a table, holding a pencil correctly.</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Leave spaces between words.</p> <p>Revisit and review Gap analysis</p>	<p>Capital letter for the personal pronoun I</p> <p>Capital letter for the names of people.</p> <p>Capital letter for the names of places.</p> <p>Capital letters for the days of the week.</p> <p>Form capital letters.</p> <p>Revisit and review Gap analysis</p>	<p>A written sentence starts with a capital letter and ends with a full stop.</p> <p>Use <i>and</i> in place of a full stop to join two clauses. This is a compound sentence.</p> <p>Regular plural noun suffixes –s or –es (<i>for example, dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>Revisit and review Gap analysis</p>	<p>What is a question mark?</p> <p>What is an exclamation mark?</p> <p>Revisit and review Gap analysis</p>	<p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (<i>negation, for example, unkind, or undoing: untie the boat</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>e.g. helping, helped, helper</i>).</p> <p>Revisit and review Gap analysis</p>	<p>Embed the EYFS/Y1 programme of study.</p> <p>Revisit joining clauses using 'and'.</p> <p>Revisit and review Gap analysis</p>

Spelling Linked to RWI	<ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <p>Expected Stage by End of Half Term: Purple</p> <p>Spell using Set 1 sounds</p>	<ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <p>Expected Stage by End of Half Term: Pink</p> <p>Spell using Set 1 sounds</p>	<ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <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"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <p>Expected Stage by End of Half Term: Yellow</p> <p>Spell using Set 1 + Set 2</p>	<ul style="list-style-type: none"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <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"> • <i>Spell words containing each of the 40+ phonemes already taught:</i> <p>Expected Stage by End of Half Term: Blue</p> <p>Spell using Set 1 + Set 2 + Set 3 sounds</p>
Spellings (National Curriculum)	<ul style="list-style-type: none"> • Spell the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. E.g. off, well, miss, buzz, back. • Spell the /n/ sound spelt n before k. e.g. bank, think, honk, sunk. 	<ul style="list-style-type: none"> • Spell the –tch sound. E.g. catch, fetch, kitchen, notch, hutch. • Spell the /v/ sound at the ends of words E.g. have, live, give. • using k for the /k/ sound. E.g. Kent, sketch, kit, skin. 	<ul style="list-style-type: none"> • Spell words ending –y (very, happy, funny, party). • Add prefixes and suffixes: - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. 	<ul style="list-style-type: none"> • Spell compound words. • Spell names of the days of the week correctly. 	<p>Add prefixes and suffixes: -Using the prefix un- -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).</p>	<p>Consolidation</p>
Red Words / Common Exception Words	<p>the, a, to, was, is, has, of, are, [pull, full, push, put]</p>	<p>they, he, me, she, we, you, your, said, ask</p>	<p>do, no, go, so, by, my, one, once, our</p>	<p>here, there, where, love, come, some</p>	<p>friend, school, house</p>	<p>Consolidation</p>

<p>Handwriting</p>	<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).
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