



Wincle Church of England Primary School Writing Expectations

Key Learning Indicators of Performance in Writing: Year 1

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop their understanding of the concepts set out in <u>English Appendix 2</u> 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 <u>English Appendix 2</u> ○ use the grammatical terminology in <u>English Appendix 2</u> in discussing their writing. ▶ use the grammatical terminology in <u>English Appendix 2</u> in discussing their writing. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Orally plan and rehearse ideas. ▶ Sequence ideas and events in narrative. ▶ Sequence ideas and events in nonfiction. ▶ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Orally compose every sentence before writing. ▶ Re-read every sentence to check it makes sense. ▶ Compose and sequence their own sentences to write short narratives. ▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. ▶ Use formulaic phrases to open and close texts. ▶ Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▶ Read aloud their writing audibly to adults and peers. 	<ul style="list-style-type: none"> ▶ Spell <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week ▶ name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound ▶ add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ○ 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] ▶ apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u> ▶ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ▶ Sit correctly at a table and hold a pencil correctly. ▶ Hold a pencil with an effective grip. ▶ Form lower-case letters correct direction – starting and finishing in the right place, going the right way round, correctly oriented. ▶ Form digits 0-9 correctly. ▶ Practise forming letters in handwriting families: <ul style="list-style-type: none"> - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▶ Have clear ascenders ('tall letters') and descenders ('tails'). ▶ Form capital letters correctly.

Spelling APPENDIX 1 (statutory requirement)

Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.

- ▶ Spell words with the /ŋ/sound spelt n before k, e.g. bank, think.
- ▶ Divide words into syllables, e.g. pocket.
- ▶ Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.
- ▶ Spell words with the /v/ sound at the end of words, e.g. have, live, give.
- ▶ Add s and es to words, e.g. thanks, catches (plural of nouns and the third person singular of verbs).
- ▶ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.
- ▶ Add -er and -est to adjectives where no change is needed to the root word.
- ▶ Spell words with vowel digraphs.
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- ▶ Spell words ending -y (/i:/ or /ɪ/), e.g. happy.
- ▶ Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.
- ▶ Spell words using k for the /k/ sound, e.g. Kent.
- ▶ Add the prefix -un
- ▶ Spell compound words, e.g. farmyard, bedroom.
- ▶ Spell common exception words.

Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)

Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark