

Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use simple connectives to link ideas e.g. <i>and</i>. Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words containing each of the phonemes already taught. Be able to encode the sounds they hear in words. Be able to read back words they have spelt. Use their phonic knowledge when spelling unfamiliar words (i.e. <i>produce phonically plausible spellings</i>). Spell common exception words. Spell the days of the week. Use the spelling rule for adding -s or -es (i.e. when the word has a /ɪz/ sound). Use the prefix un- for words without any change to the spelling of the root word. Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. Write from memory simple sentences dictated by the teacher that include words taught so far. 	<ul style="list-style-type: none"> Hold a pencil with an effective grip. Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly.