

Year 1 Writing – End of Year Expectations

Transcription

It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading).

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

- The pupil can spell many common exception words including the days of the week
- The pupil can name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound
- The pupil can add Year 1 prefixes and suffixes e.g. –ing (*hunting*), –er (*taller*), –ed (*jumped*), –s (*cats*), –es (*catches*), –er (*taller*), –est (*quickest*)
- The pupil can write from memory simple dictated sentences e.g. *The boy played in the rain. The car light glowed in the dark sky. A girl was scared when the bird flew in the air.*

Handwriting

- The pupil can form capital letters, the digits 0-9 and is beginning to form lower-case letters in the correct direction

Composition

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.

- The pupil can sequence sentences to form short narratives, composing it before hand and re-reading to check it makes sense
- The pupil can discuss what they have written with the teacher or other pupils

Vocabulary, punctuation and grammar

Pupils should be taught to recognise sentence boundaries in spoken sentences

- The pupil can leave spaces between words
- The pupil can join words and clauses using and
- The pupil can punctuate most sentences using a capital letter and a full stop, question mark or exclamation mark
- The pupils can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'