

# Key Learning in Writing: Year 1

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