

Year 1 Milestones				
Term	<ARE Children should...	ARE+ Children should...	CEW Spelling (ARE+) NC linked NOT LW Introduce 3-5 new words per week. Link to phonics teaching and discuss 'tricky part'	Teaching organisation across each two week unit of work
Autumn 1	<ul style="list-style-type: none">be able to orally rehearse a simple caption/phrase/sentencebe able to write dictated words/phrases apply GPC linked to their reading phasebe able to write independently CVC words linked to their reading phase (phase 2, 3 and 5)be able to form lower case letters correctly, starting and finishing in the right placebe able to use finger spaces	Transcription <ul style="list-style-type: none">be able to sit at the table correctly and hold a pencil correctly and comfortablybe able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3 and 4)be able to form lower case letters correctlybe able to for the numbers 0-9begin to use correctly formed capital letters at the beginning of a sentence	the a to do I no go so by my he she we me be	<ul style="list-style-type: none">Teaching input, including modelling, to whole class.GDS/ARE+ dictation containing only taught content and linked to pupils current level of knowledge, followed by independent sentence writing. (Between 1 and four discrete sentences depending on individual pupil competencies)ARE dictation containing only taught content and linked to pupils current level of knowledge, followed by independent sentence writing (1 sentence) Supported composition in groups with an adult modelling composition and transcription of a sentence.ARE- only dictated sentences. Supported composition in groups with an adult modelling composition and transcription of a sentenceSEND dictation/all supported tasks
Autumn 2		Transcription <ul style="list-style-type: none">be able to sit at the table correctly and hold a pencil correctly and comfortablybe able to form lower case letters correctlybe able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3, 4 and 5)begin to understand plural forms of nouns and 3rd person singular verbs and apply in simple spelling rule for adding -s or -es e.g. cats, buses, runs.begin to understand how a suffix can change the meaning of a word and apply the -ed suffix (no change to root word) to form past tense verbs e.g played, helped		<ul style="list-style-type: none">Whole class input following the agreed teaching sequence- all exposed to Y1 curriculum content.GDS/ARE+ dictation 1X weekly to check progress. 1x independent sentence writing weekly and 2X independent writing opportunities every two weeksARE 2X dictation per week. 2X independent writing opportunities every two weeksARE- 5X dictation sessions over two weeks 2X independent sentence writes, based on something previously modelled by the teacher.
		Composition inc. grammar <ul style="list-style-type: none">be able to orally compose and rehearse a simple sentenceknow how to combine words to form a grammatically accurate sentence		

		<ul style="list-style-type: none"> be able to independently write a simple sentence with letters formed correctly, capital letters and a full stop. begin to use a capital letter for the pronoun 'I' and for proper nouns begin to use the conjunction 'and' to join words and clauses begin to combine sentences to form short narratives discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 		<ul style="list-style-type: none"> SEND- 5X dictation over two weeks Independent jobs are related to transcription..
Spring 1	<ul style="list-style-type: none"> be able to orally rehearse a simple caption/phrase/sentence be able to write dictated words/phrases apply GPC linked to their reading phase begin to write a simple sentence independently using phonetically plausible attempts for unknown GPCs be able to form lower case letters correctly, starting and finishing in the right place begin to form and use capital letters at the beginning of sentences be able to use finger spaces begin to demarcate sentences with a full stop 	<p>Transcription</p> <ul style="list-style-type: none"> be able to sit at the table correctly and hold a pencil correctly and comfortably be able to form lower case and capital letters correctly be able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3, 4 and 5) understand plural forms of nouns and 3rd person singular verbs and apply in simple spelling rule for adding -s or -es e.g. cats, buses, runs. use prefix -un can change the meaning of a word and apply in their writing use the -ed suffix in writing to write in the past tense (no change root word) <p>Composition inc. grammar</p> <ul style="list-style-type: none"> be able to orally compose and rehearse sentences know how to combine words to form a grammatically accurate sentence combine sentences to form short narratives use the conjunction 'and' to join words and clauses use a capital letter for the pronoun 'I' and for proper nouns to know what a question mark is and begin to use a question mark to demarcate a question sentence re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>was</p> <p>you</p> <p>they</p> <p>all</p> <p>are</p> <p>he</p> <p>come</p> <p>some</p> <p>one</p> <p>once</p> <p>said</p> <p>Days of the week</p>	<ul style="list-style-type: none"> Whole class input following the agreed teaching sequence- all exposed to Y1 curriculum content. GDS/ARE+ 1X dictation per week to check progress. 1x independent sentence writing weekly and 2X independent writing opportunities every two weeks (unit outcome) ARE 2X dictation per week. 1X independent writing opportunity in week 1. 2 X independent writing opportunities in week 2 (unit outcome) ARE- 4X dictation sessions over two weeks 1X independent sentence writes, based on sentences previously modelled by the teacher. 1 independent write (unit outcome) SEND- 5X dictation over two weeks independent jobs are related to taught spelling and handwriting. 1X independent sentence write, based on picture/sentence previously modelled by the teacher.
Spring 2		<p>Transcription</p> <ul style="list-style-type: none"> be able to sit at the table correctly and hold a pencil correctly and comfortably be able to form lower case and capital letters correctly be able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3, 4 and 5) understand plural forms of nouns and 3rd person singular verbs and apply in simple spelling rule for adding -s or -es e.g. cats, buses, runs. 		<ul style="list-style-type: none"> Whole class input following the agreed teaching sequence- all exposed to Y1 curriculum content. GDS/ARE+ dictation 1X 2 weeks to check progress. 1x independent sentence 1X independent writing opportunities in week 1 (linked GPS) and 2X independent writing opportunities every two weeks

		<ul style="list-style-type: none"> • use prefix -un can change the meaning of a word and apply in their writing • use the -ed suffix in writing to write in the past tense (no change root word) • begin to use the -ing suffix where no change is needed to the root word e.g. playing, helping • begin to use the -er and -est suffix where no change to the root word is needed and begin to use in writing to compare 		<ul style="list-style-type: none"> • ARE 1X dictation per week. 1 independent write in Week 1. 2 X independent writing opportunities in week 2. (final outcome) • ARE- 3X dictation sessions over two weeks 1 independent write each week (not necessarily based on a model) • SEND-4X dictation over two weeks independent jobs are related to taught spelling and handwriting. 2X independent sentence writes, based on sentences previously modelled by the teacher.
Summer 1	<ul style="list-style-type: none"> • be able to orally rehearse a simple caption/phrase/sentence • be able to write dictated words/phrases apply GPC linked to their reading phase • be able to write at least 2 simple sentences independently using phonetically plausible attempts for unknown GPCs • be able to form lower case letters correctly, starting and finishing in the right place • be able to form and use capital letters at the beginning of sentences and use them correctly some of the time • be able to use finger spaces • be able to demarcate sentences with a full stop most of the time 	<p>Transcription</p> <ul style="list-style-type: none"> • be able to sit at the table correctly and hold a pencil correctly and comfortably • be able to form lower case and capital letters correctly • be able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3, 4 and 5) • understand plural forms of nouns and 3rd person singular verbs and apply in simple spelling rule for adding -s or -es e.g. cats, buses, runs. • use prefix -un can change the meaning of a word and apply in their writing • use the -ed suffix in writing to write in the past tense (no change root word) • use the -ing suffix where no change is needed to the root word e.g. playing, helping • use the -er and -est suffix where no change to the root word is needed and begin to use in writing to compare <p>Composition</p> <ul style="list-style-type: none"> • be able to orally compose and rehearse sentences • know how to combine words to form a grammatically accurate sentence • combine sentences to form short narratives • use the conjunction 'and' to join words and clauses 	<p>what</p> <p>when</p> <p>were</p> <p>love</p> <p>push</p> <p>pull</p> <p>full</p> <p>house</p> <p>our</p>	<ul style="list-style-type: none"> • Whole class input following the agreed teaching sequence- all exposed to Y1 curriculum content. • GDS/ARE+ dictation 1X 2 weeks to check progress. 1x independent sentence writing in week 1 1X independent writing opportunity in week 1 (linked GPS) and 2X independent writing opportunities in week 2 (final outcome) • ARE dictation 1X 2 weeks to check progress. 1x independent sentence writing and 1X independent writing opportunities in week 1 (linked GPS) and 2X independent writing opportunities in week 2 (unit outcome) • ARE- 2X dictation per week. 1x supported sentence writing in week 1 1X independent writing opportunity in week 1. 2 X independent writing opportunities in week 2. (unit outcome)

		<ul style="list-style-type: none">● begin to use the conjunction ‘because’ to extend sentence (Y2)● use a capital letter for the pronoun ‘I’ and for proper nouns● to use the punctuation taught in year 1 (.?!)● re-reading what they have written to check that it makes sense● discuss what they have written with the teacher or other pupils● read aloud their writing clearly enough to be heard by their peers and the teacher.		<ul style="list-style-type: none">● SEND 4X dictation over two weeks independent jobs are related to taught spelling and handwriting. 2X independent sentence writes, based on sentences previously modelled by the teacher.
Summer 2		<p>Transcription</p> <ul style="list-style-type: none">● be able to sit at the table correctly and hold a pencil correctly and comfortably● be able to form lower case and capital letters correctly● be able to write a simple, dictated sentence applying GPC linked to their reading phase inc. CEW taught so far (phase 2,3, 4 and 5)● understand plural forms of nouns and 3rd person singular verbs and apply in simple spelling rule for adding -s or -es e.g. cats, buses, runs.● use prefix -un can change the meaning of a word and apply in their writing● use the -ed suffix in writing to write in the past tense (no change root word)● use the -ing suffix where no change is needed to the root word e.g. playing, helping <p>use the -er and -est suffix where no change to the root word is needed and begin to use in writing to compare</p> <p>Composition</p> <ul style="list-style-type: none">● be able to orally compose and rehearse sentences● know how to combine words to form a grammatically accurate sentence● combine sentences to form short narratives● use the conjunction ‘and’ to join words and clauses and begin to use the sub-ordinating conjunction because to extend sentences● use a capital letter for the pronoun ‘I’ and for proper nouns● to use the punctuation taught in year 1 (.?!)● re-reading what they have written to check that it makes sense● discuss what they have written with the teacher or other pupils● read aloud their writing clearly enough to be heard by their peers and the teacher.	End of summer 2- spell most (80%) CEW as per NC	<p>Whole class input following the agreed teaching sequence- all exposed to Y1 curriculum content.</p> <ul style="list-style-type: none">● GDS/ARE+ dictation 1X 2 weeks to check progress.● 1x independent sentence writing session each week 1X independent writing opportunity in week 1 (linked GPS) 2X independent writing opportunities in week 2● ARE dictation 1X 2 weeks to check progress. 1x independent sentence writing and 1X independent writing opportunities in week 1 (linked GPS) and 2X independent writing opportunities in week 2 (unit outcome)● ARE- 1X dictation per week. 1x supported sentence writing in week 1 1X independent writing opportunity in week 1. 2 X independent writing opportunities in week 2. (unit outcome)● SEND- 4X dictation over two weeks independent jobs are related to taught spelling and handwriting. 2X independent sentence writes, based on sentence previously modelled by the teacher.
Terminology for children	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark			

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), 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. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
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>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

KPI

Transcription
<p>The pupil can:</p> <ul style="list-style-type: none">Form all lower-case letters in the correct direction starting and finishing in the right place.Consistently form all lower-case letters of the correct size, relevant to one another and on the line in most of their writing, using spacing between words.Consistently form most capital letters of the correct size, orientation and relationship to one another and to lower case letters.After discussion with the teacher, children can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly containing each of the 40+ phonemes already taught to create phonetically plausible sentences e.g. The cat was eeting caik.Add prefix and suffix (with no change to the root word)<ul style="list-style-type: none">Plural -s –esPrefix un--ing -ed -er -estSpell days of the week with correct capitalisation.Attempt to spell compound words in phonetically plausible ways using the 40+ phonemes already taught e.g. butterfligh.Correctly spell most of the Year 1 common exception words as per the National Curriculum: <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>

Composition
<p>The pupil can:</p> <p>Write short texts that achieve a basic purpose e.g. recount an event, tell a made-up story, fact file...</p> <p>Sequence sentences into simply structured texts by:</p> <ul style="list-style-type: none">Using formulaic openings and ending e.g. Once upon a time, the end.Use ‘and’ as a conjunction to join two clauses e.g. I went to the park and I played on the swings.Placing simple steps in the correct order using relevant vocabulary (first, then, next).Write to engage the reader by including:<ul style="list-style-type: none">i) Sentences that are sequenced to form a short narrative (real or fictional).ii) Some simple adjectives to describe nouns.Appropriate features for the text e.g. relevant vocabulary and spelling of key words.
Grammar and Punctuation
<p>The pupil can write simple sentences that:</p> <ul style="list-style-type: none">Are mostly grammatically accurate with two clauses joined with a co-ordinality conjunction (and)Are beginning to demarcate some sentences with capital letters and full stops across a range of writingBegin to explore the use of exclamation marks, question marks and capital letters for proper nouns.
Editing
<p>The pupil can:</p> <ul style="list-style-type: none">Re-read what they have written to check it makes sense. <p>The pupil could (non-statutory):</p> <ul style="list-style-type: none">Make some simple corrections in their writing, including: punctuation, spelling, letter formation in line with NC expectations.