YEAR ONE END OF YEAR EXPECTATIONS- WRITING

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
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. *and*. ▪ **Pluralise** nouns using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes.* ▪ Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind*	▪ 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. *instructions, narratives, recounts, poems, information texts.* ▪ Discuss their writing with adults and peers. Read aloud their writing to adults and peers.	▪ 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. produce phonically plausible spellings).* ▪ 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.	▪ Hold a pencil with an effective grip. ▪ Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* ▪ Have clear ascenders *('tall **letters**')* and descenders *('tails').* Form **capital letters** correctly

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As above and: ▪ Say, write and punctuate simple and **compound** sentences using the connectives *and, but* and *or.* ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use **commas** to separate items in a list. ▪ Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.* ▪ Use subordination for time e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.* Other time connectives*: while, as, before, after.* ▪ Use subordination for reason e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* Other reason connectives*: so, if, then, for, unless.* ▪ Select, generate and effectively use **verbs.** ▪ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ▪ Use **present tense** for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use **nouns.** ▪ Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* ▪ Select, generate and effectively use **adjectives.** ▪ Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*	As above and: ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make the meaning clear	As above and: ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn some words with each spelling, including a few common homophones. ▪ Learn to spell common exception words. ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* ▪ Select, generate and effectively use adjectives. ▪ Add **suffixes** *ful* or *less to create adjectives e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* to turn **adjectives** into **adverbs** e.g. *slowly, gently, carefully.* Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	As above and: ▪ Form lower-case letters of the correct size relative to one another. ▪ Use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.* ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.

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