

# English

## Key Learning Indicators of Performance in Writing: Year 1



Composition		Transcription	
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<p>To know the following terminology  <b>letter, capital letter</b>  <b>word, singular, plural</b>  <b>sentence</b>  <b>punctuation, full stop, question mark, exclamation mark</b></p> <p>- Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.            -Write simple <b>sentences</b> that can be read by themselves and others.            - Separate <b>words</b> with spaces.            - Use <b>punctuation</b> to demarcate simple <b>sentences (capital letters and full stops)</b>.            -Use capital <b>letter</b> for the personal pronoun <i>I</i>.            - Use <b>capital letters</b> for names of people, places and days of the week.            -Identify and use <b>question marks and exclamation marks</b>.            - Use the joining word <i>and</i> to link words and clauses.            - Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.            -Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.            -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>.            -Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p>	<p><b>Planning</b></p> <p>- Orally plan and rehearse ideas.            -Sequence ideas and events in narrative.            -Sequence ideas and events in non-fiction.            -Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><b>Drafting and Writing</b></p> <p>-Orally compose every <b>sentence</b> before writing.            -Re-read every <b>sentence</b> to check it makes sense.            - Compose and sequence their own sentences to write short narratives.            - Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.            -Use formulaic phrases to open and close texts.            -Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.            -Develop stamina for writing in order to write at length. (<i>greater depth</i>)</p> <p><b>Evaluating and Editing</b></p> <p>-Discuss their writing with adults and peers.</p> <p><b>Performing</b></p> <p>-Read aloud their writing audibly to adults and peers.</p>	<p>-Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.            - Spell words with the sounds /f/, /l/, /s/, /z/ and /k/spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.            - Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>.            -Divide words into syllables, e.g. <i>pocket</i>.            -Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.            - Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.            -Add s and es to words, e.g. <i>thanks, catches</i>.            -Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.            -Add -er and -est to adjectives where no change is needed to the root word.            -Spell words with vowel digraphs.            -Spell words with vowel trigraphs.            -Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.            -Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.            -Spell words using k for the /k/ sound, e.g. <i>Kent</i>.            -Add the prefix -un eg unhappy, undo,            - Spell compound words, e.g. <i>farmyard, bedroom, football, playground</i>.            -Spell common exception words (see list).            - Spell days of the week.            - Name the letters of the alphabet in order.            - Use letter names to distinguish between alternative spellings of the same sound.            -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>- Sit correctly at a table and hold a pencil comfortably and correctly.            - Hold a pencil with an effective grip.            - Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.            - Form digits 0-9 correctly.            - Practise forming letters in handwriting families:</p> <ul style="list-style-type: none"> <li>• 'Long ladders' – i, j, l, t, u,</li> <li>• 'One armed robots' – b, h, m, n p, r</li> <li>• 'Curly caterpillars' – c, a, d, e, g, o, q, f, s</li> <li>• Zig-zag letters – k, v, w, x, y, z</li> </ul> <p>- Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>').            - Have a clear lead in and lead out.            - Form <b>capital letters</b> correctly.</p>

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