

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 letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>- 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 spaces. - Use punctuation to demarcate simple sentences (capital letters and full stops). -Use capital letter for the personal pronoun <i>I</i>. - Use capital letters for names of people, places and days of the week. -Identify and use question marks and exclamation marks. - 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 singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. -Add suffixes to verbs where no spelling change is needed to the root word 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>Planning</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>Drafting and Writing</p> <p>-Orally compose every sentence before writing. -Re-read every sentence 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>Evaluating and Editing</p> <p>-Discuss their writing with adults and peers.</p> <p>Performing</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 letters 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"> • 'Long ladders' – i, j, l, t, u, • 'One armed robots' – b, h, m, n p, r • 'Curly caterpillars' – c, a, d, e, g, o, q, f, s • Zig-zag letters – k, v, w, x, y, z <p>- Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). - Have a clear lead in and lead out. - Form capital letters correctly.</p>

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