

WRITING National Curriculum Year 1 AUTUMN

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using –ing, where no change is needed in the spelling of root words [for example, helping, eating]</li> </ul> <ul style="list-style-type: none"> <li>apply simple spelling rules and guidance, as listed in <b>English appendix 1</b>. <ul style="list-style-type: none"> <li>-add s and es to words, plural of nouns.</li> <li>-words ending -y,</li> <li>-adding the ending -ing,</li> <li>-common exception words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using ‘and’</li> <li>beginning to punctuate sentences using a capital letter and a full stop.</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>use the grammatical terminology in <b>English appendix 2</b> in discussing their writing <i>TERMINOLOGY TO COVER: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> </ul>

WRITING National Curriculum Year 1 SPRING

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using –ed where no change is needed in the spelling of root words [for example, helped]</li> </ul> <ul style="list-style-type: none"> <li>apply simple spelling rules and guidance, as listed in <b>English appendix 1</b>. <ul style="list-style-type: none"> <li>-tch</li> <li>-v sound at the end of words.</li> <li>-add s and es to words, plural of noun</li> <li>-adding the ending -ed,</li> <li>-common exception words</li> </ul> </li> <li>Using Fred Fingers to spell unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>beginning to punctuate sentences using a capital letter and a full stop.</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>use the grammatical terminology in <b>English appendix 2</b> in discussing their writing <i>TERMINOLOGY TO COVER: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>

WRITING National Curriculum Year 1 SUMMER

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>prefix un–</li> <li>–er and –est where no change is needed in the spelling of root words [for example, helper, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in <b>English appendix 1</b>. <ul style="list-style-type: none"> <li>-sounds f/l/s/z/k spelt ff/ll/ss/zz and ck</li> <li>-sound spelt n before k</li> <li>-division of words into syllables</li> <li>-add s and es to words, plural of noun</li> <li>-adding the ending -er</li> <li>-adding -er and -est to adjectives</li> <li>-consonant spellings ph and wh</li> <li>-using k for the k sound</li> <li>-adding the prefix un</li> <li>-compound words</li> <li>-common exception words.</li> </ul> </li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>Using Fred Fingers to spell unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>learning the grammar for year 1 in <b>English appendix 2</b> (letter, word, singular, plural in addition to statements above)</li> <li>use the grammatical terminology in <b>English appendix 2</b> in discussing their writing <i>TERMINOLOGY TO COVER: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>	<p>write sentences by</p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>

WRITING National Curriculum Year 1

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <ul style="list-style-type: none"> <li>apply simple spelling rules and guidance, as listed in <b>English appendix 1</b>.</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English appendix 2 (letter, word, singular, plural in addition to statements above)</li> <li>use the grammatical terminology in <b>English appendix 2</b> in discussing their writing <i>TERMINOLOGY TO COVER: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> <li>read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>