

Key Learning in Writing: Year 1

| Composition | | Transcription | |
|--|--|---|---|
| Vocabulary, grammar and punctuation | Composition | Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i> | Handwriting |
| <ul style="list-style-type: none"> ▪ 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. <i>and</i>. ▪ Pluralise nouns 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 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. | <ul style="list-style-type: none"> ▪ 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. <i>instructions, narratives, recounts, poems, information texts</i>. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers. | <ul style="list-style-type: none"> ▪ 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>i.e. produce phonically plausible spellings</i>). ▪ Spell common exception words. ▪ Spell the days of the week. ▪ Use the spelling rule for adding -s or -es (<i>i.e. when the word has a /z/ sound</i>). ▪ Use the prefix <i>un-</i> for words without any change to the spelling of the root word. ▪ Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> 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. | <ul style="list-style-type: none"> ▪ 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>. ▪ Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). ▪ Form capital letters correctly. |