



English

Key Learning Indicators of Performance in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▶ <b>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</b> <ul style="list-style-type: none"> <li>○ <b>leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>○ <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2</b></li> <li>○ <b>use the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul> </li> <li>▶ <b>use the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ <b>Orally plan and rehearse ideas.</b></li> <li>▶ Sequence ideas and events in narrative.</li> <li>▶ Sequence ideas and events in non-fiction.</li> <li>▶ Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ <b>Orally compose every sentence before writing.</b></li> <li>▶ <b>Re-read every sentence to check it makes sense.</b></li> <li>▶ Compose and <b>sequence their own sentences to write short narratives.</b></li> <li>▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions.</li> <li>▶ Use formulaic phrases to open and close texts.</li> <li>▶ Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <b>Discuss their writing with adults and peers.</b></li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ <b>Read aloud their writing audibly to adults and peers.</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>Spell</b> <ul style="list-style-type: none"> <li>○ <b>words containing each of the 40+ phonemes already taught</b></li> <li>○ <b>common exception words</b></li> <li>○ <b>the days of the week</b></li> </ul> </li> <li>▶ <b>name the letters of the alphabet:</b> <ul style="list-style-type: none"> <li>○ <b>naming the letters of the alphabet in order</b></li> <li>○ <b>using letter names to distinguish between alternative spellings of the same sound</b></li> </ul> </li> <li>▶ <b>add prefixes and suffixes:</b> <ul style="list-style-type: none"> <li>○ <b>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</b></li> <li>○ <b>using the prefix un-</b></li> <li>○ <b>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]</b></li> </ul> </li> <li>▶ <b>apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></b></li> <li>▶ <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>Sit correctly at a table and hold a pencil correctly.</b></li> <li>▶ Hold a pencil with an effective grip.</li> <li>▶ <b>Form lower-case letters correct direction – starting and finishing in the right place,</b> going the right way round, correctly oriented.</li> <li>▶ <b>Form digits 0-9 correctly.</b></li> <li>▶ <b>Practise forming letters in handwriting families:</b> <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> </li> <li>▶ Have clear ascenders ('tall letters') and descenders ('tails').</li> <li>▶ <b>Form capital letters correctly.</b></li> </ul>

**Spelling APPENDIX 1 (statutory requirement)**

- ▶ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.
- ▶ Spell words with the /ŋ/sound spelt n before k, e.g. bank, think.
- ▶ Divide words into syllables, e.g. pocket.
- ▶ Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.
- ▶ Spell words with the /v/ sound at the end of words, e.g. have, live, give.
- ▶ Add s and es to words, e.g. thanks, catches (plural of nouns and the third person singular of verbs).
- ▶ 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. happy.
- ▶ Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.
- ▶ Spell words using k for the /k/ sound, e.g. Kent.
- ▶ Add the prefix -un
- ▶ Spell compound words, e.g. farmyard, bedroom.
- ▶ Spell common exception words.

**Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)**

<b>Word</b>	Regular <b>plural noun suffixes</b> -s or -es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark