

Year 1 Writing Curriculum Objectives

Writing – Year 1

Spelling

Common exception words.

Identify common exception words in text, discussing unusual correspondences, e.g., come, today, said.

Identify common exception words around the provision e.g., through words mats, wall displays and games within the provision.

Accurately spell common exception words, e.g., use magnetic letters.

Write common exception words from memory.

Use common exception words in writing continuous text.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading, Year 1)

Words containing each of the 40+ phonemes already taught.

Identify words in text containing target phoneme / grapheme.

Identify words, in text, with the same phoneme but different grapheme and group appropriately into word collection charts.

Write words, including the target phoneme.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes . . . (Word Reading, Year 1)

The days of the week.

Identify the days of the week in text.

Write the days of the week from memory.

Use accurate spelling for days of the week in writing continuous text.

Naming the letters of the alphabet in order.

Recite the alphabet starting at the beginning.

Recite the alphabet starting at different points.

Name and write upper and lower case letters.

Using letter names to distinguish between alternative spellings of the same sound.

Spell words using letter names.

Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

Identify words with the suffixes s or es and discuss how the suffix changes the meaning of the word.

Show understanding by matching root words with suffix.

Write sentences in which plurals are used and spelt accurately.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. (Word Reading, Year 1)

Regular plural noun suffixes –s or –es (e.g., dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.; (VG&P, Year 1)

Using the prefix un–.

Identify words with the prefix un, discuss and understand how adding the prefix changes the meaning of the word.

Show understanding by matching root words with the prefix un.

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Write sentences in which root words and prefixed words are spelt and used accurately.

How the prefix un- changes the meaning of verbs and adjectives (negation, e.g., unkind, or undoing, e.g., untie the boat). (VP&G, Year 1)

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].

Identify words having the suffixes of interest, discuss and understand how adding the suffix changes the meaning of the word.

Show understanding by matching root words with suffix.

Write sentences in which root words, and those with suffixes added, are used and spelt accurately.

Suffixes that can be added to verbs . . . (VG&P, Year 1)

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading, Year 1)

Apply simple spelling rules and guidance, as listed in English Appendix 1.

See English Appendix 1 for full list.

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Write, from memory, simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.

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Vocabulary, Grammar & Punctuation

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Identify capital letters in text and discuss where and why they are used.

Identify and discuss the different meanings and uses of:

full stops;

question marks;

exclamation marks.

Show understanding by re-assembling cut up sentences placing punctuation and capital letters accurately.

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences some of the time.

Generate and record questions and answers using appropriate punctuation.

Using a capital letters for names of people, places, the days of the week, and the personal pronoun 'I.'

Identify and discuss how capital letters are used to indicate names of people, places and the days of the week.

Use capital letters for names of people, places and the days of the week consistently in writing.

Identify and discuss how capital letters are used to indicate proper nouns and the personal pronoun 'I'.

Use capital letters for proper nouns and the personal pronoun 'I' consistently in writing.

Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).

Use accurate grammatical terminology when analysing text and explain the impact created.

Use accurate terminology when discussing how grammar has been used to create effect within writing.

Regular plural noun suffixes –s or –es (eg, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.

Identify examples of regular plural nouns (-s, -es) and discuss how the meaning of the word is changed.

Create sentences orally which include words with plural noun suffixes, e.g., use a word from a word list to make a sentence.

Show understanding by using root words and words with the plural noun suffix in written sentences.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. (Word Reading, Year 1)

Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. (Spelling, Year 1)

Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg, helping, helped, helper).

Identify words with ing, ed, er suffix, separate the root word and discuss why a specific suffix is used, e.g., Red Riding Hood helped Grandma to eat her dinner. Discuss why the word 'helped' is used rather than 'helping' or 'helper'

Show understanding by using appropriate suffix in writing.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. (Word Reading Year 1)

Add prefixes and suffixes using –ing, –ed, –er and –est . . . (Spelling, Year 1)

How the prefix un- changes the meaning of verbs and adjectives (negation, eg, unkind, or undoing, eg, untie the boat).

Identify words with un prefix, separate the root word and discuss how the prefix changes the meaning of the verb or adjective.

Show understanding by using appropriately in writing.

Add prefixes and suffixes using the prefix un-; (Spelling, Year 1)

How words can combine to make sentences.

Show understanding of how words combine to make sentences by responding orally in complete sentences.

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Show understanding by assembling individual words into sentences, accurately, e.g., cut up sentences from familiar stories.

Joining words and joining clauses using and.

Identify and being used to join words and clauses.

Show understanding in oral work by using and appropriately to join given words and clauses.

Show, in writing, understanding of how and can be used to join words and clauses.

Sequencing sentences to form short narratives.

Show understanding of how sentences can be sequenced to form short narratives by re-assembling cut up sentences (initially from familiar stories).

Show understanding through oral storytelling using appropriate conjunctions and phrases to indicate time, e.g., Once upon a time, one day, then, after that, finally.

Show, in writing, understanding of how sentences can be sequenced to form short narratives using appropriate conjunctions and phrases to indicate time, e.g. Once upon a time, one day, then, after that, finally.

Sequencing sentences to form short narratives. (Writing Composition, Year 1)

Separation of words with spaces.

Show an understanding of how words are spaced in sentences by re-assembling 'cut-up' sentences, consistently spacing individual words.

Write sentences in which words are consistently spaced.

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Writing – Year 1

Composition

Saying out loud what they are going to write about.

Speak to others about the subject they want to write about.

Discuss ideas with other children or adults before writing.

Composing a sentence orally before writing it.

Compose orally and rehearse a sentence prior to writing e.g. say a sentence to a partner before writing.

Count aloud words in a sentence before writing.

Sequencing sentences to form short narratives.

Re-tell simple narratives e.g. through drama, to talk partners.

Use support to plan writing and use these to orally practise simple narratives e.g. story maps, photographs.

Write a number of sentences that follow a logical order.

Use simple time conjunctions to link sentences.

Use punctuation to indicate sentence boundaries within narratives.

Re-read previous sentence to ensure next sentence links logically.

Sequencing sentences to form short narratives. (VG&P, Year 1)

Re-reading what they have written to check that it makes sense.

Re-read during the process of writing to check that writing makes sense.

Re-read sentences when completed to check for:

omitted words;

spacing;

accurate punctuation.

Discuss what they have written with the teacher or other pupils.

Explain the subject of their writing to a teacher / pupil e.g. 'It is a story about the three little pigs.'

Discuss with an adult or other pupil what they like about their writing and identify next steps.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Read aloud their writing to peers and the teacher, within meaningful contexts:

articulating clearly;

adjusting volume appropriately;

attending to punctuation.