

## Age-related expectations: Year One

# Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1. I can spell words containing each of the 40+ phonemes already taught (Phase 3).</li> <li>2. I can spell common exception words.</li> <li>3. I can spell days of the week.</li> <li>4. I can name all the letters of the alphabet in order.</li> <li>5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).</li> <li>7. I can use the suffix 's' or 'es' for plurals.</li> <li>8. I can use the suffix 's' or 'es' for third person singular verbs.</li> <li>9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word eg helping, helped, helper.</li> <li>10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning.</li> </ol> <p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>11. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>12. I can form capital letters.</li> <li>13. I can form digits 0-9.</li> <li>14. I can sit correctly at a table, holding a pencil comfortably and correctly (paper at an angle, non-writing hand holding paper).</li> </ol> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>↑ Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words</li> <li>↑ Spell almost all words in the Year 1 and 2 list accurately</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>↑ Know which letters have ascenders and descenders</li> <li>↑ Consistent in use of small case and capital letters</li> </ul>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>15. I can combine words to make a sentence.</li> <li>16. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below).</li> <li>17. I can use 'and' to join two clauses and words in a list.</li> </ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>18. I am beginning to start and end sentences: use capital letters to start use a full stop to end or question mark / exclamation mark.</li> <li>19. I can use a capital letter: for 'I' for everyday proper nouns.</li> <li>20. I can separate words using (finger) spaces.</li> </ol> <p><b>Grammar and punctuation terminology</b></p> <p><i>word</i> <i>sentence</i> <i>letter</i> <i>capital letter</i> <i>singular</i> <i>full stop</i> <i>punctuation</i> <i>question mark</i> <i>exclamation mark</i></p> <p><b>Sentence structure</b></p> <ul style="list-style-type: none"> <li>↑ Use adverbs to start sentences. For example – Slowly..., Carefully..., Fortunately...</li> <li>↑ Use pronouns to avoid repetition</li> <li>↑ Make sentences longer and use words other than 'and' and 'then' to join ideas together</li> </ul>	<p><b>Purpose and organisation</b></p> <ol style="list-style-type: none"> <li>21. I can sequence sentences to form a short recount or narrative.</li> <li>22. I can say what I'm going to write and then compose a sentence orally before writing it.</li> </ol> <p><b>Editing</b></p> <ol style="list-style-type: none"> <li>23. I can re-read what I have written to check that it makes sense (with an adult if needed).</li> <li>24. I can discuss and read aloud what I have written.</li> <li>25. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions).</li> </ol> <p><b>Purpose and organisation</b></p> <ul style="list-style-type: none"> <li>↑ Sequence a short story or series of events related to learning in science, history and geography</li> <li>↑ Start a narrative by introducing a character</li> <li>↑ Organise writing so that the purpose is clear</li> </ul>