

YEAR 1 - WRITING COMPOSITION

Pupils should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

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

WORD

Regular **plural noun suffixes** -s or -es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

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

How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

SENTENCE

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

TEXT

Sequencing **sentences** to form short narratives

PUNCTUATION

Separation of **words** with spaces

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

Capital letters for names and for the personal **pronoun I**

TERMINOLOGY

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

YEAR 1 HANDWRITING

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

YEAR 1 SPELLING

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

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
- using the prefix un-
- 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*]

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

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