

Year 1 Writing Planning & Assessment Criteria

	Autumn 1.1	Spring 1.2	Summer 1.3
Composition Grammar & Punctuation Criteria Overview	<ul style="list-style-type: none"> • Think/say/write a sentence. • Write a short sequence of simple sentences. • Use finger spaces between words. • Use capital letters and full stops to demarcate sentences 	<ul style="list-style-type: none"> • Orally rehearse simple sentences and sequence them to form a short narrative. • Uses capital letters, full stops and question marks to demarcate sentences. • Uses the word 'and' to join words. • Read own writing aloud for others to hear (partner/group/adult) 	<ul style="list-style-type: none"> • Uses the coordinating conjunction 'and' to join clauses/sentences. • Write a paragraph of sequenced sentences to form a short narrative (simple/compound). • Use capital letters, full stops, question marks and exclamation marks. • Read my own writing aloud to my class.
Writing MET Notes for teachers:	<p>Main context for writing: recount/story/poetry/information.</p> <p>I know that a simple sentence contains one piece of information. I can orally compose and rehearse a simple sentence before writing it down. I can write a short sequence of simple sentences (3) independently demarcating many sentences using capital letters, full stops, and finger spaces. I can re-read what I have written to myself to check it makes sense. I can use past tense accurately in my speech and I am beginning to use it in my writing. I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way (see below). I can spell some Y1 common exception words. (see below). I sit at the table correctly and hold my pencil correctly. I can form many lower-case letters in the correct direction starting and finishing in the right places. I can use a capital letter for the pronoun I. I mostly leave a finger space between each word.</p>	<p>Main context for writing: poetry/story/explanation/instructions.</p> <p>I can orally compose and rehearse a sequence of simple sentences. I can use the word 'and' to join words together in a simple sentence. I can sequence and write sentences to form a short narrative (6), demarcating many sentences using capital letters, full stops, and question marks. I can re-read what I have written to myself, my partner, group, or teacher to check it makes sense. I can use present tense accurately in my speech and I am beginning to use it in my writing. I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way (see below). I can spell many Y1 common exception words. (see below). I can form most lower-case letters correctly with some difference between upper-case and lower-case letters. I can use a capital letter for the names of people and places. I can use spaces between words.</p>	<p>Main context for writing: story/reports/poetry/persuasive</p> <p>I can orally compose and rehearse a sequence of simple sentences. I can use the coordinating conjunction 'and' to join two simple clauses/sentences together. I can sequence and write sentences to form a short narrative (6), demarcating most sentences using capital letters, full stops, question marks and exclamation marks. I can re-read what I have written to myself and to the class to discuss and to check it makes sense. I can discuss what I have written with the teacher. I can use past and present tense accurately in my speech and I am beginning to use it in my writing. I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way (see below). I can spell most Y1 common exception words (see below) and the days of the week with a capital letter. I can use prefixes and suffixes (-s/-es/un/-ing/-ed/-er/-est). I can form lower-case letters correctly with some difference between upper-case and lower-case letters. I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>

Writing WTS	I can say out loud what I am going to write about. I can write a single sentence demarcated with a capital letter and a full stop. I can segment many spoken words into phonemes and represent these as graphemes. I can spell some common exception words. I can begin to form lower case letters in the correct direction starting and finishing in the right places. I can recognise where spaces between words have been missed.		
Writing GDS	I can begin to write effectively and coherently for different purposes. I can join clauses with a variety of coordinating conjunctions. I use capital letters and full stops accurately. I spell Y1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words. I form letters correctly. I can re-read what I have written to other pupils to check it makes sense and make some simple alterations to my writing.		
Spelling Common Exception Words:	Some Year 1 common exception words.	Many Year 1 common exception words. Write from memory simple sentences dictated by the teacher using GPCs and common exception words taught.	Most Year 1 common exception words. Write from memory simple sentences dictated by the teacher using GPCs and common exception words taught.
	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask*, friend, school, put*, push*, pull*, full*, house, our (* not taught as a tricky word due to accent)		
Spelling Rules and Tricky words	Phase 4 tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 5 tricky words: your, any, many, want, once, our, two, their, call, again, house, friend, Mr, Mrs, Ms, where, oh, people Division of words into syllables to spell. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.	Adding -s, -es to words (plurals of nouns and verbs). Adding -ed, -ing, -er to verbs where no change is needed to the root word (e.g., hunting/hunted/hunter). Adding -er, and -est to adjectives where no change is needed to the root word (e.g., quicker/quickest). Add the prefix un- to the beginning of a word without any change to the spelling of the root word. Spelling of Compound words – 2 words that are joined together (e.g., football, farmyard etc.). The days of the week
Name the letters of the alphabet		Name the letters of the alphabet in order.	Use letter names to distinguish between alternative spellings of the same sound
Phonics	Autumn 1 Phases 3 and 4 review + 4 Phase 5 GPCs Review phase 3 GPCs: ai/ee/igh/oa/oo/ar/or/ur/oo/ow/oi/ear air, er, z, s, es and words with 2 or more digraphs Phase 4 CVCC CCVC CCVCC CCCVC and long vowels	Spring 1 Phase 5 graphemes y/ea/wh/oe/ou y/ow/g/ph le/al/c/ve o-e/o/ou/se/se/ce/ey	Summer 1 Review Phase 5 GPCs ay/a-e/ea/e le/i-e/o/o-e ue/ew/u-e/aw ea/ir/ou/oy i/a/ow/u

	Phase 5: ay/ou/oy/ea Autumn 2 Phase 5 graphemes Ir/ie/ue/u o/i/a/e a-e/i-e/o-e/u-e e-e/ew/ie/aw Grow the code: igh – ie/i/i-e, ai – ay/a/a-e, oa – oa/o/o-e, ee – e/ie/e-e/ea and oo – ew/u-e/u/ue	Grow the code: oo- u/ew/ue/u-e/ui/ou/oo ee- ea/e/e-e/ie/ey/y/ee s – c/se/ce/ss z – se/s/zz oa – ow/oe/ou/o-e/o/oa Spring 2 Phase 5 graphemes or/u/oul/are/au/aur/oor/al tch/ture/al/a a/ear/ere ear/wr/st/sc ch/ch/ce/se/ze	ph/wh/ie/g Summer 2 Phase 5 Graphemes ai – eigh/aigh/ey/ea n – kn, gn m – mb ear – ere/eer su/si/dge/y/ge ti/ssi/si/ci augh/our/oar/ore
Handwriting:	Met: Sit correctly at the table, hold pencil comfortably and correctly – pinch, lift, shift. Form lower case letters in the correct direction, starting and finishing in the correct place. Form lower case letters of the correct size relative to one another in some of their writing. Uses spacing between words. Form digits 0-9 correctly. Understand which letters belong to which handwriting families.		
Key Vocabulary	Letter Capital letter Finger space Word Sentence Full stop	Conjunction (and) Question Mark Letters of the alphabet Syllable	Exclamation mark Singular, Plural Compound word Suffix, prefix Verb, adjective paragraph

Non-negotiables by the end of Year 1:

- Forms lower case letters in the correct direction, starting and finishing in the correct places.
- Forms capital letters correctly.
- Uses capital letters and full stops to demarcate most sentences.
- Uses 'and' to join two clauses.
- Writes sequenced sentences to form a short narrative.
- Spells most year 1 common exception words and tricky words correctly.
- Uses phonetically plausible attempts at spelling unfamiliar words.