

# English

## Key Learning Indicators of Performance in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>► Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li> <li>► Write simple <b>sentences</b> that can be read by themselves and others.</li> <li>► Separate <b>words</b> with spaces.</li> <li>► Use <b>punctuation</b> to demarcate simple <b>sentences</b> (<b>capital letters</b> and <b>full stops</b>).</li> <li>► Use capital <b>letter</b> for the personal pronoun <i>I</i>.</li> <li>► Use <b>capital letters</b> for names of people, places and days of the week.</li> <li>► Identify and use <b>question marks</b> and <b>exclamation marks</b>.</li> <li>► Use the joining word <i>and</i> to link words and clauses.</li> <li>► Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>► Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>► Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>.</li> <li>► Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>► Orally plan and rehearse ideas.</li> <li>► <u>Sequence ideas and events in narrative.</u></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>► <u>Orally compose every <b>sentence</b> before writing.</u></li> <li>► <u>Re-read every <b>sentence</b> to check it makes sense.</u></li> <li>► Compose and sequence their own sentences to write short narratives.</li> <li>► Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li> <li>► Use formulaic phrases to open and close texts.</li> <li>► Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>► Discuss their writing with adults and peers.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>► <u>Read aloud their writing audibly to adults and peers.</u></li> </ul>	<ul style="list-style-type: none"> <li>► <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u></li> <li>► Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> <li>► Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>.</li> <li>► Divide words into syllables, e.g. <i>pocket</i>.</li> <li>► Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> <li>► Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</li> <li>► Add s and es to words, e.g. <i>thanks, catches</i>.</li> <li>► Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> <li>► Add -er and -est to adjectives where no change is needed to the root word.</li> <li>► Spell words with vowel digraphs.</li> <li>► Spell words with vowel trigraphs.</li> <li>► Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.</li> <li>► Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> <li>► Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> <li>► Add the prefix -un.</li> <li>► Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> <li>► Spell common exception words (see below).</li> <li>► Spell days of the week.</li> <li>► <u>Name the letters of the alphabet in order.</u></li> <li>► <u>Use letter names to distinguish between alternative spellings of the same sound.</u></li> <li>► Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>► Sit correctly at a table and hold a pencil correctly.</li> <li>► <u>Hold a pencil with an effective grip.</u></li> <li>► Form lower-case <b>letters</b> correctly – <u>starting and finishing in the right place, going the right way round, correctly oriented.</u></li> <li>► Form digits 0-9 correctly.</li> <li>► Practise forming letters in handwriting families: <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 ('<b>tall letters</b>') and descenders ('<b>tails</b>').</li> <li>► Form <b>capital letters</b> correctly.</li> </ul>

