



Year 1

Writing expectations

Grammar	Sentence Construction	Punctuation	Phonics and Spelling	Amount
<ul style="list-style-type: none">- Use 'and' to join clauses- Understand the use of a question mark.	<ul style="list-style-type: none">- Write first & last name with capital letters where needed.- Write simple sentences.- Use basic conjunctions such as 'and' / 'because'.	<ul style="list-style-type: none">- Use capital letters at the start of a sentence & full stop at the end.- To use finger spaces.- Use capital letters for personal pronoun 'I' and for names.	<ul style="list-style-type: none">- Read then spell words containing the 40 + phonemes.- Attempt to spell using learnt phonemes unfamiliar/familiar words.- Spell regular polysyllabic words e.g. snowball and sunhat.- Spell Year 1 common exception words, days of the week and number words.	<ul style="list-style-type: none">- At least 5 good quality sentences with evidence from the 4 other areas.
Handwriting	<ul style="list-style-type: none">- Can form lower case letters in the correct direction- Use ascenders and descender starting and finishing in the right place for pre-cursive- Able to form digits 0 to 9- Able to form capital letters- Letters are more consistent in size and shape across the text			

Glossary

Capital letter

A letter used at the beginning of a sentence and for proper nouns. They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.

Full stop

A punctuation mark used to demarcate the end of a statement or command.

Question Mark

A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.

Sentence

One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark. Usually contains a subject and always contains a verb.

Exclamation Mark

A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!'

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.



Phonics

A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words.

Phoneme

A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.

Grapheme

A letter or string of letters that represents a spoken sound.

Digraph

A sound represented by two letters - for example 'ee' or 'th'.

Split Digraph

A digraph that is split by a consonant. Usually represent long vowel sounds. 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).

Trigraph

A string of three letters which make a single sound, for example 'igh'.

GPC

Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.

oy and oi (as in 'toy' and 'coin');

ai and ay (as in 'rain' and 'say');

oe (as in 'toe' and 'goes');

ir, ur (as in 'dirt' and 'turn');

er unstressed (as in 'under and better');

er stressed (as in 'her' and 'verb');

ar (as in 'car' and 'start');

ee (as in 'see' and 'green');

ow and ou (as in 'cow' and 'round');

ow and oe (as in 'flow' and 'toe');

ue and ew (as in 'glue' and 'flew');

SPLIT DIGRAPHS

a-e (as in 'make' and 'cake');

i-e (as in 'ice' and 'smile');

o-e (as in 'home' and 'woke');

u-e (as in 'huge' and 'tube');

ie and igh (as in 'pie' and 'sigh');

or, ore and aw (as in 'for', 'more' and 'raw');

air and are (as in 'fair' and 'dare');

Spelling rules

The -tch sound is usually spelt straight after a single vowel (as in 'catch').

The sound -v at the end of a word is usually followed by the letter -e (as in 'live').

Adding -s or -es sounds to the end of words (as in 'cats' and 'catches').

Adding -ing, -ed or er- to verbs, (as in 'jump', 'jumping', 'jumped' and 'jumper').

Adding -er and -est to adjectives (as in 'quick', 'quicker' and 'quickest').

Words ending in -y (such as 'funny' and 'family').

Words with new consonant spellings -ph, (as in 'dolphin') and -wh (as in 'what').

Words with the -k sound (as in 'kit' and 'skin').

Adding the prefix -un (as in 'unhappy').

Compound words (as in 'football' and 'playground'). They will also look at how the same groups of letters can make different sounds, for example:

au (as in 'author' and 'dinosaur');

ea (as in 'bead' and 'bread');

oo (as in 'foot' and 'wood');

ear (as in 'hear' and 'bear');