

Year 1

Composition

plan	Draft	evaluate	edit	perform & present
Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Orally compose a sentence before writing it. Write a sentence or a sequence of sentences for a given purpose (e.g. short narrative). Write from memory, simple dictated sentences.	Re-read to check that writing makes sense. Discuss what they have written with the teacher or other pupils.	Check for correct spelling of words and sentence punctuation with capital letters and full stops.	Read their writing aloud, clearly enough to be heard by other children and the teacher.

Grammar

word	verbs	sentence structure	paragraphs	text
Use common nouns and pronouns. Write noun phrases (a noun and an article) e.g. the dog, a man, my dad.	Begin to use present and past tense verbs correctly, knowing that some past tense verbs are irregular (e.g. saw, ran, swam, went, sang, ate, wrote).	Understand how words can combine to make sentences Join words and clauses using <i>and</i> Group a noun + verb with related words, into a sentence. Leave spaces between words. Write from memory simple sentences dictated by the teacher.	Begin to recognise sentence boundaries in spoken sentences (Notes & Guidance). Sequence related sentences.	Sequence sentences to form short narratives.

Transcription – Punctuation

sentence demarcation	commas	inverted commas	apostrophes
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, days of the week & the personal pronoun 'I'.			

Transcription - Spelling

prefixes & suffixes	etymology & morphology
Add prefixes and suffixes: Using the spelling rule for adding –s or –es as the plural marker for nouns & the third person singular marker for verbs Using the prefix un– Add suffixes to verbs where no change of spelling is needed to the root word e.g. –ing, –ed, –er & –est and apply simple spelling rules [e.g., helping, helped, helper, eating, quicker, quickest]	<ul style="list-style-type: none"> Spell words containing the 40+ phonemes already taught. Spell common exception words and days of the week. Name the letters of the alphabet, in order. Use letter names to distinguish between alternative spellings of the same sound.

Transcription - Handwriting

<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) & practise these.</p> <p>Hold a pencil easily and correctly (see Notes & Guidance)</p>

WORD

End Point

Know what a noun and a pronoun are and identify them from a group of words, phrase or simple sentence.	Use a range of simple everyday nouns to name things (dog, boat, house, plant). Know pronouns can be used to refer to nouns without naming them (his, it, they, us).	Use nouns and pronouns to signal the subject and object in a sentence (e.g. <u>He</u> gave it to <u>her</u> ; The <u>Year 1</u> classroom belongs to <u>us</u>).	Use some more precise nouns (Labrador, ferry, bungalow, rose), and recognise categories of nouns e.g. types of houses, dog names, plant names, etc).	Use common nouns and pronouns.
Know what a noun is and identify the noun in a noun phrase. Use nouns to name the subject of sentences (man, chair, goats, clock, work, etc).	Use nouns with a modifier (a man, the chair, few goats, her clock).	Know that noun phrases act as nouns (the school, a book, my toy, his class).	Identify the nouns for the subject and object of what they want to say and create noun phrases by adding; the, a, an, my, her, etc (<u>The girl</u> went to collect <u>her book</u>).	Write noun phrases (a noun and an article or pronoun) e.g. the dog, a man, my dad.

VERBS

End Point

Know what a verb is and understand how present and past tense verbs describe action now and in the past.	Use present and past tense verbs correctly in phrases and sentences.	Know that the past tense is created by using the inflection -ed (formed by adding the suffix to the end of the verb). Use spelling rules (double consonant, drop e, y to i).	Know that some past tense verbs are irregular and these do not use the -ed inflection such as; swam, heard, wrote, ran, brought, etc. Use these correctly in sentences.	Begin to use present and past tense verbs correctly, knowing that some past tense verbs are irregular (e.g. saw, ran, swam, went, sang, ate, wrote).
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Totley All Saints Writing Strands Y1

SENTENCE

End Point

Understand the function of a sentence and know that different types of words have different functions.	Know that different types of words can combine to make phrases and sentences (the door, the yellow flower, running hard, looking away, the school bell rang, etc).	Combine noun phrases with verbs (e.g. The cat sleeps; A bell rang). Combine other words to extend the sentence (e.g. The cat sleeps <u>all day</u> ; A bell rang <u>from the church tower</u>).	Know that a sentence always needs a subject (noun) and a verb. Understand that we can add other forms of words to expand an idea/add further information.	Understand how words can combine to make sentences
Know that the word 'and' can join words (e.g. red and white sock).	Know that the word 'and' can join phrases (e.g. under the stairs <u>and</u> behind the door).	Know that the word 'and' can join clauses (or combine two similar sentences into one e.g. She had toast. She had juice. She had toast <u>and</u> juice; She got up. She had breakfast. She got up <u>and</u> had breakfast.).	Use 'and' to join words, phrases and clauses.	Join words and clauses using 'and'.
Know what a noun is and identify some nouns.	Know what a verb is and identify some verbs.	Combine nouns and verbs.	Group nouns and verbs and add related words.	Group a noun + verb with related words, into a sentence.
Understand that each word is a unit of meaning and needs separation from other words.	Know that when writing sequences of words or phrases, a space needs leaving between the words.	Understand that the size of spacing between words is important.	Leave evenly sized spaces between words.	Leave spaces between words.
Echo back sentences spoken by the teacher.	Recite a dictated sentence and count the words.	Hold a dictated sentence in their head.	Write a sentence that the teacher has dictated, with minimal prompts. Check and rewrite their sentence, copying the teacher's written model.	Write from memory simple sentences dictated by the teacher.

TEXT

End Point

Identify the subject in spoken sentences (who/what was the sentence about).	Identify the verb (action or state of being), in spoken sentences.	Identify the subject (and object), and the main verb of spoken sentences.	Use subject and main verb combinations to identify sentence boundaries.	Begin to recognise sentence boundaries in spoken sentences (Notes & Guidance).
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Totley All Saints Writing Strands Y1

Create a sentence about a stimulus.	Create additional sentences for the same stimulus.	Consider the order of their sentences and how they are sequenced.	Write a sequence of sentences to give related information.	Sequence related sentences.
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PARAGRAPHS

End Point

Orally recount or retell parts of familiar events or stories.	Orally recount familiar events or retell stories.	Orally tell their own narrative compositions.	Write a sequence of sentences for part of a narrative (including their own compositions).	Sequence sentences to form short narratives (retelling stories learned by heart, retelling familiar stories and telling their own compositions).
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PUNCTUATION

End Point

Identify capital letters and know how to form them. Know that sentences begin with a capital letter.	Know what a full stop looks like and how to form one. Use a capital letter to start a sentence and a full stop to end it.	Know what a question mark looks like and how to form one. Identify sentences that are questions and know that these are demarcated with a question mark (instead of a full stop).	Know what an exclamation mark looks like and how to form one. Know that an exclamation mark can add emphasis to writing and can be used to demarcate a sentence (instead of a full stop). <i>Identify examples in author written work and begin to use where appropriate.</i>	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Use a capital letter for 'I' and names (their own name, names of friends and characters from stories).	Use capital letters for places (Sheffield, England, America, Totley All Saints, etc).	Use capital letters for the days of the week.	Use a capital letter for proper nouns and the personal pronoun 'I'.	Use a capital letter for names of people, places, days of the week & the personal pronoun 'I'.