Key Learning in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling** *(see also the Lancashire Supporting Spelling document for further detail and advice)*	**Handwriting**
▪ Say, and hold in memory whilst writing, simple **sentences** which make sense. ▪ Write simple **sentences** that can be read by themselves and others. ▪ Separate **words** with finger spaces. ▪ Punctuate simple **sentences** with **capital letters** and **full stops.** ▪ Use capital **letter** for the personal pronoun. ▪ Use **capital letters** for names of people, places and days of the week. ▪ Identify and use **question marks** and **exclamation marks.** ▪ Use simple connectives to link ideas e.g. *and.* ▪ **Pluralise** nouns using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes.* ▪ Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* ▪ Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind.*	▪ Orally compose every **sentence** before writing. ▪ Re-read every **sentence** to check it makes sense. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Use formulaic phrases to open and close texts. ▪ Use familiar plots for structuring the opening, middle and end of their stories. ▪ Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers.	▪ Name the **letters** of the alphabet in order. ▪ Use **letter** names to distinguish between alternative spellings of the same sound. ▪ Spell **words** containing each of the phonemes already taught. ▪ Be able to encode the sounds they hear in **words.** ▪ Be able to read back **words** they have spelt. ▪ Use their phonic knowledge when spelling unfamiliar words *(i.e. produce phonically plausible spellings).* ▪ Spell common exception **words**. ▪ Spell the days of the week. ▪ Use the spelling rule for adding *–s* or *–es (i.e. when the **word** has a /ɪz/ sound).* ▪ Use the prefix *un–* for **words** without any change to the spelling of the root **word** . ▪ Use suffixes *–ing, –ed, –er* and *–est* where no change is needed in the spelling of root **words.** ▪ Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. ▪ Write from memory simple **sentences** dictated by the teacher that include **words** taught so far.	▪ Hold a pencil with an effective grip. ▪ Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* ▪ Have clear ascenders *('tall **letters**')* and descenders *('tails').* ▪ Form **capital letters** correctly.

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