

Writing Objectives – Year 1				
Date & Genre of work:				
Composition: sentence structure and grammar				
Develop their understanding of the concepts set out in English Appendix 2 by:				
<ul style="list-style-type: none"> Leaving spaces between words 				
<ul style="list-style-type: none"> Joining words and clauses using and 				
<ul style="list-style-type: none"> Learning the grammar for Year 1 in English Appendix 2 				
<ul style="list-style-type: none"> Use the grammatical terminology in English Appendix 2 in discussing their writing 				
Composition: punctuation				
Develop their understanding of the concepts set out in English Appendix 2 by:				
<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and full stop 				
<ul style="list-style-type: none"> Beginning to punctuate sentences using a question mark or exclamation mark 				
<ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 				
Composition: text structure and organisation				
<ul style="list-style-type: none"> Write sentences by: saying out loud what they are going to write about 				
<ul style="list-style-type: none"> Write sentences by: composing a sentence orally before writing it 				
<ul style="list-style-type: none"> Write sentences by: sequencing sentences to form short narratives 				
<ul style="list-style-type: none"> Write sentences by: re-reading what they written to check that it makes sense 				
<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 				
<ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher 				
Composition: drafting and editing				
<ul style="list-style-type: none"> Evaluate and edit by: read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 				
<ul style="list-style-type: none"> Evaluate and edit by: proof-read for spelling and punctuation errors 				
Transcription: handwriting				
<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly 				
<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place 				
<ul style="list-style-type: none"> Form capital letters 				
<ul style="list-style-type: none"> Form digits 0-9 				
<ul style="list-style-type: none"> Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 				
Transcription: spelling				
<ul style="list-style-type: none"> Spell: words containing each of the 40+ phonemes already taught 				
<ul style="list-style-type: none"> Spell: common exception words 				
<ul style="list-style-type: none"> The days of the week 				
<ul style="list-style-type: none"> Name the letters of the alphabet: naming the letters of the alphabet in order 				
<ul style="list-style-type: none"> Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound 				
<ul style="list-style-type: none"> Add prefixes and suffixes: using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs 				
<ul style="list-style-type: none"> Add prefixes and suffixes: using the prefix - un 				
<ul style="list-style-type: none"> Add prefixes and suffixes: using –ing, -ed, er and –est where no change is needed in spelling of root words (for example – helped, helper) 				
<ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1 				
<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 				