



Key Skills in Writing Year 1

Composition		Transcription	
Vocabulary, Grammar & Punctuation	Composition	Spelling	Handwriting
<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others. Separate words with finger spaces.</p> <p>Punctuate simple sentences with capital letters and full stops.</p> <p>Use capital letter for the personal pronoun.</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p> <p>Use simple connectives to link ideas e.g. and.</p> <p>Pluralise nouns using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p>	<p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Orally plan and rehearse ideas. Sequence ideas/events in order. Use formulaic phrases to open and close texts.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing to adults and peers.</p>	<p>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words containing each of the phonemes already taught.</p> <p>Be able to encode the sounds they hear in words.</p> <p>Be able to read back words they have spelt.</p> <p>Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Use the spelling rule for adding –s or –es (i.e. when the word has a /iz/ sound).</p> <p>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.</p> <p>Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Hold a pencil with an effective grip.</p> <p>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</p> <p>Have clear ascenders ('tall letters') and descenders ('tails').</p> <p>Form capital letters correctly.</p>