

Year 1 - Autumn	Year 1 - Spring	Year 1 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 from RWI, spelling some of these words correctly and making phonically-plausible attempts at others set Spell most Y1 RWI red words taught so far <p>Spelling rules</p> <ul style="list-style-type: none"> Set 1 phonemes /ff/, /ll/, /ss/, /zz/ and /ck/ spelt ff, ll, ss, zz and ck Set 2 sounds (ay, ee, igh, ow, oo, oo, or, ar) Tch and ch sounds The /ŋ/ sound spelt n before k (bank, sunk) Adding ed to words when the root word does not change Adding ing to words when the root word does not change Red words - the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he <ul style="list-style-type: none"> Use an alphabetical word list to spell words correctly 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 from RWI, spelling some of these words correctly and making phonically-plausible attempts at others set and begin to apply some set 3 graphemes Spell most Y1 RWI red words taught so far Spell words correctly by adding 'ed', 'ing', 'er', s, 'es' and 'est' where no change is needed to the root word – taught so far <p>Spelling rules</p> <ul style="list-style-type: none"> Set 2 phonemes (air, ir, ou and oy) Adding s and es to words (plural of nouns and the third person singular of verbs) Suffixes er and est when the root word does not change Alternative set 3 phonemes (ea,oi, a-e, i-e) Compound words Red words - me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put <ul style="list-style-type: none"> Use an alphabetical word list to spell words correctly 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 and 3 from RWI, spelling most of these words correctly and making phonically-plausible attempts at others set Spell most Y1 RWI red words Spell words correctly by adding 'ed', 'ing', 'er', s, 'es' and 'est' where no change is needed to the root word Use an alphabetical word list to spell words correctly <p>Spelling rules</p> <ul style="list-style-type: none"> Set 3 phonemes alternative spelling (o-e,u-e, aw, are, ur, er, ow, ai, oa, ew, ear, ure, ire) Words ending in y (happy, funny, pretty) Red words - push, pull, full, house, our
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> Demarcate a single sentence in their writing with a capital letter and a full stop 	<ul style="list-style-type: none"> Demarcate more than 1 sentence in their writing with capital letters and full stops 	<ul style="list-style-type: none"> Demarcate some sentences in their writing with capital letters and full stops Begin to use question marks correctly when required Begin to use exclamation marks when required
Composition	Composition	Composition
<ul style="list-style-type: none"> Write about real events, recording these simply and clearly – non-fiction 	<ul style="list-style-type: none"> Sequence sentences that form short narratives Demonstrate quality writing over 3 sentences or more Write about real events, recording these simply and clearly – non-fiction Begin to use a consistent tense throughout a piece of writing 	<ul style="list-style-type: none"> Sequencing sentences that form short narratives Demonstrate stamina for quality writing at length (5 or more sentences) Write about real events, recording these simply and clearly – non-fiction Mostly use a consistent tense throughout a piece of writing
Sentence Structure	Sentence Structure	Sentence Structure
<ul style="list-style-type: none"> Begin to join words using 'and' 	<ul style="list-style-type: none"> Join words using 'and' 	<ul style="list-style-type: none"> Join words and some clauses using 'and' Use subject-verb agreement in regular verbs mostly correctly
Editing	Editing	Editing
<ul style="list-style-type: none"> Proof read their writing to check for omitted words 	<ul style="list-style-type: none"> Proof read their writing to check for omitted words 	<ul style="list-style-type: none"> Proof read their writing to check for omitted words
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> Form some lowercase letters in the correct direction, starting and finishing in the correct place on the line Form some capital letters in the correct direction, starting and finishing in the correct place on the line Begin to use spacing between words consistently Form digits 0 – 9 correctly 	<ul style="list-style-type: none"> Form many lowercase letters in the correct direction, starting and finishing in the correct place on the line Form some capital letters in the correct direction, starting and finishing in the correct place on the line Use spacing between words consistently most of the time Form digits 0 – 9 correctly 	<ul style="list-style-type: none"> Form most lowercase letters in the correct direction, starting and finishing in the correct place on the line Form most capital letters in the correct direction, starting and finishing in the correct place on the line Use spacing between words consistently Form digits 0 – 9 correctly
Greater Depth		
<ul style="list-style-type: none"> Begin to write simple narratives about personal experiences and those of others Begin to use vocabulary from their independent reading in their writing Demarcate many sentences in their writing with capital letters and full stops Begin to co-ordination (e.g and) to join main clauses Correct their writing for spelling and punctuation errors taught so far 	<ul style="list-style-type: none"> Begin to write simple narratives about personal experiences and those of others that are often coherent Use vocabulary from their independent reading in their writing Demarcate many sentences in their writing with capital letters and full stops, and mostly use question marks correctly when required Use present and past tense mostly correctly and consistently some of the time Use co-ordination (e.g and) to join main clauses Begin to proof read their writing to check for spelling and punctuation errors taught so far 	<ul style="list-style-type: none"> Begin to write simple narratives about personal experiences and those of others that are mostly coherent Use vocabulary from their independent reading in their writing Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently some of the time Use co-ordination (e.g but/and) to join main clauses and occasional subordination Proof read their writing to check for spelling and punctuation errors taught so far

*Most indicates that the statement is generally met with occasional slips

*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent