Year 1 Writing - From the National Curriculum

Spelling	B	B+	D	D+	S	S+
1. Spell words containing each of 40+ phonemes already taught.						
2. Spell common exception words.						
3. Spell the days of the week.						
4. Name the letters of the alphabet in order.						
5. Spell using letter names to distinguish between alternative spellings of the same sound.						
6. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.						
7. Use the prefix un-						
8. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
9. The sounds f, l, s, z and k spelt ff, ll, ss, zz and ck.						
10. The n sound before k i.e. think						
11. Division of words into syllables						
12. -tch						
13. The v sound at the end of words.						
14. Adding s and es to words (plural of nouns and the third person singular of verbs i.e. catches)						
15. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.						
16. Adding -er and -est to adjectives where no change is needed to the root word.						

Handwriting	B	B+	D	D+	S	S+
1. Sit correctly at a table, holding pencil comfortably and correctly.						
2. Begin to form lower case letters in the correct direction.						
3. Begin to form lower case letters starting and finishing the right place.						
4. Form capital letters.						
5. Form the digits 0 - 9.						
6. Understand which letters belong to which handwriting families (and to practise these).						

Vocabulary, Puncuation and Grammar	B	B+	D	D+	S	S+
1. Leaves spaces between words.						
2. Join words and clauses using 'and'.						
3. Begin to punctuate sentences using a capital letter and full stop.						
4. Begin to punctuate sentences using a question mark or exclamation mark.						
5. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.						

Composition	B	B+	D	D+	S	S+
1. Say out loud what they are going to write about.						
2. Compose a sentence orally before writing it.						
3. Sequence sentences to form short narratives.						
4. Re-read what they have written to check that it makes sense.						
5. Discuss what they have written with the teacher or other pupils.						
6. Read aloud their writing clearly enoughto be heard by their peers and the teacher.						

33 Year 1 Objectives in total **7** **Key Objectives**	**B**	**B+**	**D**	**D+**	**S**	**S+**
The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	15 ✓	30 ✓	45 ✓	60 ✓	75 ✓	90 ✓
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.				inc **all** Key Obj with 6✓		