



Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
S1) To revise the phonics rules covered in reception including consonant digraphs (sh, ch, th, ng) and vowel digraphs.	H1) To sit correctly at a table, holding a pencil comfortably and correctly	C1) To write sentences by saying out loud what they are going to write about	V1) To learn the grammar for year 1 in English Appendix 2
S2) To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.	H2) To hold my pencil with an effective grip.	C2) To compose a sentence orally before writing it	V2) To make singular nouns plural by using "s" and "es"
S3) To revise words with adjacent consonants (e.g. straw, help)	H3) To form lower-case letters in the correct direction, starting and finishing in the right place.	C3) To sequence sentences to form short narratives	V3) To use suffixes that can be added to verbs where n change is needed to the spelling of root words e.g. helping, helped, helper
S4) To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch	H4) To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	C4) To sequence sentences to form short non-fiction texts	V4) To understand and use the prefix un to change the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
S5) To spell words with /v/ sound at the end of words e.g. have, give	H5) To form capital letters	C5) To create writing from my own ideas	V5) To understand what a sentence is. (How words combine to make sentences).
S6) To spell words ending in -y e.g. very, happy, funny	H6) To form digits 0-9	C6) To say every sentence before writing it.	V6) To joining words and join clauses using the conjunction 'and, but, or'
S7) To spell words containing each of the 40+ phonemes already taught (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1)		C7) To write a simple sentence when my teacher dictates it.	V7) To sequence sentences to form short narratives
S8) To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts.		C8) To write simple and compound sentences.	V8) To leave spaces between words
S9) To divide words into syllables.		C9) To use adjectives in my writing.	V9) To punctuate sentences using a capital letter and a full stop.
S10) To spell the Year 1 common exception words. (Appendix 1)		C10) To re-read every sentence to check it makes sense	V10) To begin to punctuate sentences using a question mark or exclamation mark
S11) To spell the days of the week		C11) To discuss own writing with the teacher or other pupils	V11) To use a capital letter for names of people.
S12) To spell compound words		C12) To read aloud own writing clearly enough to be heard by peers and the teacher.	V12) To use a capital letter for places.
S13) To revise the letters of the alphabet and the sounds which they most commonly represent.			V13) To use a capital letter for the days of the week.



<p>S14) To name the letters of the alphabet in order.</p> <p>S15) To use letter names to distinguish between alternative spellings of the same sound.</p> <p>S16) To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>S17) To add the prefix 'un-' to the beginning of words (verbs e.g. kind, unkind)</p> <p>S18) To use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>S19) To apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>S20) To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			<p>V14) To use a capital letter for the personal pronoun 'I'.</p> <p>V15) To use the grammatical terminology as set out in English Appendix 2 in discussing their writing:</p> <p>V16) letter V17) capital letter V18) word V19) singular V20) plural V21) sentence V22) punctuation V23) full stop V24) question mark V25) exclamation mark</p> <p>**Indicates National Curriculum statutory content**</p>
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Genres of Writing

Narrative	Non-Fiction	Poetry
<ul style="list-style-type: none"> • Stories with a familiar setting • Retells • Character/Setting description • Traditional and well-loved stories (including predictable and patterned language) 	<ul style="list-style-type: none"> • Labels, lists and captions • Recount 	<ul style="list-style-type: none"> • Use of the senses • Repetitive language





Year 1 Writing Overview- February 2024

