

Writing - Year 1 Key Objectives (Statutory)

Transcription – Spelling (see English Appendix 1)

- 1 Spell words containing each of the 40+ phonemes taught
- 2 Spell common exception words
- 3 Spell the days of the week
- 4 Name the letters of the alphabet in order
- 5 Use 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 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)
- 9 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words learned so far

Handwriting

- 10 Sit correctly at a table, holding a pencil comfortably and correctly
- 11 Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- 12 Form capital letters
- 13 Form digits 0-9
- 14 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these

Composition

- 15 Say out loud what they are going to write about
- 16 Compose a sentence orally before writing it
- 17 Sequence sentences to form short narratives
- 18 Re-read what has been written to check that it makes sense
- 19 Discuss what has been written with the teacher or other pupils
- 20 Read aloud what has been written, clearly enough to be heard by peers and the teacher

Vocabulary, grammar and punctuation (see English Appendix 2)

- 21 Leave spaces between words
- 22 Join words and join clauses using "and"
- 23 Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- 24 Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’

Writing - Year 1 Key Objectives (Non-Statutory)

Transcription – Spelling (see English Appendix 1)

- 1 Read alongside spelling to be able to read back words spelt
- 2 Segment spoken words into individual phonemes and represent the phonemes by the appropriate grapheme(s). Recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading)
- 3 Spelling of some words will be in a phonically plausible way, even if sometimes incorrect. Misspellings of words taught should be corrected
- 4 Write simple dictated sentences that include words taught so far in order to apply and practise spelling

Handwriting

- 5 Experience frequent and discrete, direct teaching to be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- 6 Left-handed pupils to receive specific teaching to meet their needs

Composition

- 7 Understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as ideas are collected, drafting and re-reading to check their meaning is clear

Vocabulary, grammar and punctuation (see English Appendix 2)

- 8 Recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when writing is discussed
- 9 Begin to use some of the distinctive features of Standard English in writing. 'Standard English' is defined in the [Glossary](#)

English Appendix 1

Spelling – work for year 1

Revision of Reception work (Statutory)

1	All letters of the alphabet and the sounds which they most commonly represent
2	Consonant digraphs which have been taught and the sounds which they represent
3	Vowel digraphs which have been taught and the sounds which they represent
4	The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
5	Words with adjacent consonants
6	Guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/ /l/ /s/ /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on	grander, grandest, fresher, freshest, quicker, quickest
Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe

e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i>	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /i/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>)	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

English Appendix 2

Vocabulary, grammar and punctuation – work for year 1

Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives (negation, for example, <i>unkind, or undoing: untie the boat</i>)
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark