

Year 1	ARE		Greater Depth
<p>Attitudes to writing: Pupils can think aloud, sequence ideas and check that the meaning is clear to write their own simple sentences. They are able to write simple dictated sentences.</p> <p>Terminology for pupils: letter, capital letter, word, singular, plural, noun, verb, adjective, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Apply their knowledge of writing to a variety of different contexts independently using the key features. To write short narratives across a range of genres.</p>			
Spoken Language			
<p>Speaking</p> <p>tell stories and describe incidents from their own experience in an audible voice</p> <p>retell stories, ordering events using story language</p> <p>interpret a text by reading aloud with some variety in pace and emphasis</p> <p>experiment with and build new stores of words to communicate in different contexts</p> <p>speak audibly and participate in discussions</p> <p>give personal opinions e.g. about characters in a story</p>	<p>Listening</p> <p>listen with sustained concentration</p> <p>listen to and follow instructions accurately, asking for help and clarification if necessary</p>		
Audience and purpose	<p>-Understand that writing has to make sense to the reader.</p> <p>-Choose the appropriate form for audience and purpose.</p>	<p>-Write simple recounts and instructions or retelling of traditional and narrative stories.</p>	<p>All aspects of writing composition: planning, evaluating and proof-reading at national</p>

Text structure and organisation	<ul style="list-style-type: none"> -Understand that stories have a beginning, a middle and an end. -Understand that a recount and instructions have to be in chronological order. -Write a recount and instructions in chronological order. -Write simple stories with a beginning, middle and end. - Understand basic features of varying text types 	<ul style="list-style-type: none"> -Compose simple sentences and sequences to form short narratives. 	<p>standard are embedded and used consistently.</p> <p>Adopts and maintains an appropriate form throughout all sentences.</p>
Composition, planning and drafting	<ul style="list-style-type: none"> -Say out loud what they are going to write about (developing an awareness of genre eg 'I am going to write a note/list/story). sequence sentences to form short narratives re-read what has been written to check that it makes sense discuss what has been written with the teacher or other pupils read writing aloud clearly enough to be heard by their peers and the teacher. understand that words can combine to make sentences join words and clauses using <i>and</i> -Order and write simple instructions. -Label information using single words 	<ul style="list-style-type: none"> - Think aloud, sequence ideas and check the meaning is clear. -Writing communicates meaning through simply structured sentences (simple sentences). 	<p>Is able to make suggestions of ways to improve writing.</p> <p>Fluent writing across a range of genres both fiction and non-fiction.</p> <p>Justify reasons and opinions about their writing.</p>

<p>Vocabulary, grammar and punctuation</p>	<p>leave spaces between words</p> <p>join words and join sentences using <i>and</i></p> <p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learn the grammatical terms: word, singular, plural, nouns, adjectives and verbs, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Understand how regular plural noun suffixes are made by adding <i>-s</i> or <i>-es</i> including the effects of these suffixes have on the meaning of the noun</p> <p>Know that suffixes can be added to verbs where no change is needed in the spelling of root words (e.g helping, helper, helped)</p> <p>Add the prefix un- to change the meaning of verbs and adjectives</p>	<p>-Simple dictated sentences are written accurately with a capital letter and full stop.</p> <p>-Simple sentences are written independently.</p> <p>-Two single clause sentences are joined using 'and'. (<i>simple and compound sentences</i>)</p>	
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<p>Spelling</p>	<p>spell words containing each of the 40+ phonemes already taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>use the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix <i>un-</i></p> <p>use <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</p> <p>apply simple spelling rules and guidelines in writing</p> <p>write simple sentences from memory dictated by the teacher that include words taught so far</p>	<p>-Usually correct spelling of high frequency words.</p> <p>-Correctly add prefixes and suffixes that have been taught.</p> <p>-Spell most common exception words (see appendix 1).</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. -</p>	<p>All writing shows application of spelling at the national standard is embedded and consistent.</p> <p>Is able to write accurately from memory simple sentence dictated by the teacher that include all words taught in Y1 with correct spellings.</p> <p>Spelling is mostly accurate with only a few errors in more ambitious vocabulary choices, demonstrating accurate application of phonic knowledge and skills and of the spelling rules and guidance taught so far.</p> <p>All handwriting across the curriculum , including number formation, at the national standard is</p>
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Handwriting	<p>sit correctly at a table and hold a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters correctly</p> <p>form digits 0-9 with correct orientation</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</p> <p>leave spaces between words</p>	Form all letters and numbers in the correct direction, starting and finishing in the correct place.	

