

Year 1 Literacy National Curriculum Planning Overview 2014 - 2015

Writing: Composition

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing: Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Using the prefix un-.
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing: VGP

- Leaving spaces between words.
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Writing: Handwriting

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