Year 1

Name	Date and genre of work:							Collection			
	Working Towards the expected stand	ard in	Y1					S .			
The pupil can, after discussion with the teacher:											
Transcription: Sp											
Spell some Year 1 o	common exception words*										
Make plausible attempts at spelling words containing phonemes taught in											
phases 2 and 3.**											
Transcription: Handwriting											
Write letters that are clearly identifiable											
Composition:											
•	ces which can be read by themselves and others.										
	nmar and punctuation	•	•		,	<u> </u>					
Begin to show awar	<u> </u>										
Write a capital letter	r at the start of their name										
	Working at the expected standard	in Y1									
	ter discussion with the teacher:										
Transcription: Sp	pelling										
Use regular plural n	oun suffixes –s or –es (e.g. dog-dogs, wish-wishes)										
Spell many Year 1 o	common exception words										
Make plausible attempts at spelling words containing each of the 40+ phonemes already taught											
Transcription: Ha				L		L					
•				ı			1				
Begin to form capital letters											
Begin to form lower-case letters in the correct direction, starting and finishing in the right place											
Composition:			I				L				
Leave spaces between	een words										
Join words and join clauses using 'and'											
Sequence sentences to form short narratives											
Read aloud writing	clearly and loud enough for peers/teachers to hear them										
Vocabulary, gran	nmar and punctuation	<u>I</u>	ı								
Punctuate sentence	es using a capital letter and a full stop										
Begin to punctuate	sentences using a question mark or exclamation mark										
Use a capital letter the personal pronou	for names of people, places, the days of the week, and in 'l'										
	Working at greater depth within the expected	d stan	dard	in Y1	•		•				
The pupil can, af	ter discussion with the teacher:										
Spell most Year 1 c	ommon exception words										
Begin to use because and so to join clauses											
Read aloud their writing audibly, beginning to use expression, to adults and peers, e.g., larger group or whole class.											
Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice.											
	e adventurous vocabulary in writing that may be spelled										
		I	1	1	1	1	1				

Year 1

Make links between what is read and translate this into writing (i.e. story				
		l		
language such as once upon a time, he walked and he walked and he				
language such as once upon a time, he waiked and he waiked and he		l		
walked).				
waikeu).				

^{*} 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, once, ask, friend, school, put, push, pull, full, house, our

Phase 3: Set 6: j, v, w, x. Set 7: y, z, zz, qu, Consonant digraphs: ch, sh, th, ng, Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

^{**} Phase 2: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, I, II, ss.