

Writing



Composition

Transcription (spelling & handwriting)

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

The Writing Rainbow

The FANTASTICs system allows children to develop their ideas by using nine different lenses when exploring a text.

In year 1 we focus on building stamina for writing.



she is in a nice.



she is in a nice.



she is in a nice.

6



2.10.23

The beast has green fur.

The beast has big feet.

2.10.23

He has a long tail. ✓

(ai)

He has sharp teeth. ✓

He has big ears. ✓

(T)

Handwriting



Year 1 Cursive formation

We use continuous cursive, lower case letters with lead-in lines. It starts with Getting Ready for Handwriting: warm-up exercises, sitting position and tripod pencil grip. At the end of this module children should be able to form all lowercase letters.

Pupils should also be looking to produce neater handwriting with consistent spacing and letter sizes as well as developing 'speedy handwriting'.

* Fine motor skills.