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| **Year 1 - Autumn** | **Year 1 -Spring** | **Year 1 - Summer** |
| **Expected Standard** | | |
| **Spelling** | **Spelling** | **Spelling** |
| * Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 from RWI, spelling some of these words correctly and making phonically-plausible attempts at others set * Spell most Y1 RWI red words taught so far   Spelling rules   * + Set 1 phonemes  */f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck*   + Set 2 sounds (ay, ee, igh, ow, oo, oo, or, ar)   + Tch and ch sounds   + *The /ŋ / sound spelt n before k (bank, sunk)*   + Adding ed to words when the root word does not change   + Adding ing to words when the root word does not change   + Red words - the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he * Use an alphabetical word list to spell words correctly | * Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 from RWI, spelling some of these words correctly and making phonically-plausible attempts at others set and begin to apply some set 3 graphemes * Spell most Y1 RWI red words taught so far * Spell words correctly by adding ‘ed’, ‘ing, ‘er’, s, ‘es’ and ‘est’ where no change is needed to the root word – taught so far   Spelling rules   * Set 2 phonemes (air, ir, ou and oy) * Adding s and es to words (plural of nouns and the third person singular of verbs) * Suffixes er and est when the root word does not change * Alternative set 3 phonemes (ea,oi, a-e, i-e) * Compound words * Red words -me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put * Use an alphabetical word list to spell words correctly | * Segment spoken words into phonemes and represent these by graphemes using set 1 and 2 and 3 from RWI, spelling most of these words correctly and making phonically-plausible attempts at others set * Spell most Y1 RWI red words * Spell words correctly by adding ‘ed’, ‘ing, ‘er’, s, ‘es’ and ‘est’ where no change is needed to the root word * Use an alphabetical word list to spell words correctly   Spelling rules   * Set 3 phonemes alternative spelling (o-e,u-e, aw, are, ur, er, ow, ai, oa, ew, ear, ure, ire) * Words ending in y (happy, funny, pretty) * Red words - push, pull, full, house, our |
| **Punctuation** | **Punctuation** | **Punctuation** |
| * Demarcate a single sentence in their writing with a capital letter and a full stop | * Demarcate more than 1 sentence in their writing with capital letters and full stops | * Demarcate some sentences in their writing with capital letters and full stops * Begin to use question marks correctly when required * Begin to use exclamation marks when required |
| **Composition** | **Composition** | **Composition** |
| * Write about real events, recording these simply and clearly – non-fiction | * Sequence sentences that form short narratives * Demonstrate quality writing over 3 sentences or more * Write about real events, recording these simply and clearly – non-fiction * Begin to use a consistent tense throughout a piece of writing | * Sequencing sentences that form short narratives * Demonstrate stamina for quality writing at length (5 or more sentences) * Write about real events, recording these simply and clearly – non-fiction * Mostly use a consistent tense throughout a piece of writing |
| **Sentence Structure** | **Sentence Structure** | **Sentence Structure** |
| * Begin to join words using ‘and’ | * Join words using ‘and’ | * Join words and some clauses using ‘and’ * Use subject-verb agreement in regular verbs mostly correctly |
| **Editing** | **Editing** | **Editing** |
| * Proof read their writing to check for omitted words | * Proof read their writing to check for omitted words | * Proof read their writing to check for omitted words |
| **Handwriting** | **Handwriting** | **Handwriting** |
| * Form some lowercase letters in the correct direction, starting and finishing in the correct place on the line * Form some capital letters in the correct direction, starting and finishing in the correct place on the line * Begin to use spacing between words consistently * Form digits 0 – 9 correctly | * Form many lowercase letters in the correct direction, starting and finishing in the correct place on the line * Form some capital letters in the correct direction, starting and finishing in the correct place on the line * Use spacing between words consistently most of the time * Form digits 0 – 9 correctly | * Form most lowercase letters in the correct direction, starting and finishing in the correct place on the line * Form most capital letters in the correct direction, starting and finishing in the correct place on the line * Use spacing between words consistently * Form digits 0 – 9 correctly |
| **Greater Depth** | | |
| * Begin to write simple narratives about personal experiences and those of others * Begin to use vocabulary from their independent reading in their writing * Demarcate many sentences in their writing with capital letters and full stops * Begin to co-ordination (e.g and) to join main clauses * Correct their writing for spelling and punctuation errors taught so far | * Begin to write simple narratives about personal experiences and those of others that are often coherent * Use vocabulary from their independent reading in their writing * Demarcate many sentences in their writing with capital letters and full stops, and mostly use question marks correctly when required * Use present and past tense mostly correctly and consistently some of the time * Use co-ordination (e.g and) to join main clauses * Begin to proof read their writing to check for spelling and punctuation errors taught so far | * Begin to write simple narratives about personal experiences and those of others that are mostly coherent * Use vocabulary from their independent reading in their writing * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use present and past tense mostly correctly and consistently some of the time * Use co-ordination (e.g but/and) to join main clauses and occasional subordination * Proof read their writing to check for spelling and punctuation errors taught so far |

\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent