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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
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| **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
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| **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
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| **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
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| **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
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| **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
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\*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