

National Curriculum 2014

Writing Objectives Year 1

Objective	Child Speak Target
Transcription	
Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>
Spell common exception words.	<i>I can spell some unusual words correctly.</i>
Spell the days of the week.	<i>I can spell the days of the week.</i>
Naming the letters of the alphabet in order.	<i>I know the names of all the letters of the alphabet in order.</i>
Using letter names to distinguish between alternative spellings of the same sound.	<i>I know some sounds can be spelled in different ways using different letters.</i>
Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>
Add prefixes using the prefix un-.	<i>I know how to add un- at the beginning of a word to create a new word.</i>
Add suffixes 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].	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>
Apply simple year 1 spelling rules and guidance.	<i>I can spell the words correctly in my Year 1 spelling list.</i>
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>
Handwriting	
Sit correctly at a table, holding a pencil comfortably and correctly.	<i>When writing, I sit and hold a pencil correctly.</i>
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
Form capital letters.	<i>I can write some capital letters.</i>
Form digits 0-9.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..	<i>I can tell you how some letters are similar and can be put into groups.</i>
Composition	

Saying out loud what they are going to write about.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>
Composing a sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>
Sequencing sentences to form short narratives.	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
Re-reading what they have written to check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>
Discuss what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>
Read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>
Vocabulary Grammar Punctuation	
Leaving spaces between words.	<i>When I write, I leave spaces between my words.</i>
Joining words and joining clauses using 'and'.	<i>I can add together two sentences using 'and'.</i>
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>
Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>
Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].	<i>I can add endings such as -ing and -ed to words to make new words.</i>
Understanding how the prefix un- changes the meaning of verbs and adjectives.	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>
Understanding how words can combine to make sentences.	<i>I know that words can be put together to build sentences.</i>
Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	<i>I can use the grammar rules set out in my grammar list.</i>