

Year 1 – End of year Writing Expectations

Genre of writing							
Begin to sequence sentences to form short narratives for some different purposes (form may not be maintained). Writing can be read without mediation by child.		w					
Say out loud what they are going to write about. Compose a sentence orally before writing it.		b					
Discuss what they have written with the teacher or other pupils. Reading their writing aloud, clearly enough to be heard.		b					
Re-read what they have written to check it makes sense.		s					
Demarcating few / some sentences with:	capital letters	b / w					
	full stops	b / w					
Occasionally uses:	question marks	s					
	exclamation marks	s					
Uses a capital letter for names of people, places and days of the week		w					
Uses a capital letter for the personal pronoun 'I'		w					
Sentences:	Can combine words to make sentences	b					
	Join words and clauses using 'and'	w					
Leaves spaces between words		b					
Uses regular plural noun suffixes (eg dog, dogs, wish, wishes)		w					
Uses suffixes in writing that can be added to verbs where no change is needed in the spelling of the root words (eg helping, helped, helper)		s					
Shows how the suffix 'un' changes the meaning of verbs and adjectives (negation – eg – unkind, undoing, untie the boat)		s					
May begin to use simple adjectives (eg size or colour) for some description		s+					
Sometimes marks the beginning or ending of writing using story language (eg Once upon a time, happily ever after)		s+					
Spell words containing each of the 40+ phonemes already taught (CVC, CCVC, CVCC / some graphemes / longer and compound words)		b / w / s					
Spell most of the year one common exception words (including days of the week)		w					

Name the letters of the alphabet in order using names to distinguish between alternative spellings of the same sounds. (eg ai ay)	w						
Use spelling rules for year 1 (as in Appendix 1 of national curriculum) including spelling words with suffixes where changes are not needed to the root word and longer words formed by the addition of suffixes (including adding the endings – ing, -ed, -er, -est to verbs, and the prefix ‘un’).	s						
Handwriting:	Sit correctly, holding a pencil comfortably and correctly	b					
	Begin to form lower case letters in the correct direction, starting and finishing in the right place.	w					
	Understand which letters belong to which handwriting families (letters formed in similar ways) and to practise these.	s					
	Form capital letters	s					
	Form digits 0-9	w					