



Writing milestones Year 1



	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
M1	<p>Spell words containing each of the 40+ phonemes already taught in dictated/self-composed sentences</p> <p>Spell common exception words that have been taught in dictated/self-composed sentences</p> <p>Name the letters of the alphabet in order</p> <p>Begin to use letter names to distinguish between alternative spellings of the same sound</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Begin to form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas</p>	<p>Has an awareness that ideas can be organised into a sequence</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun ‘I’</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p> <p>Talk about use of !/? in books</p>
M2	<p>Write from memory sentences that include words using the GPCs and common exception words taught so far (dictated/Self-composed)</p> <p>Spell the days of the week</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p> <p>Begin to spell words using contracted forms</p>	<p>Secure use of ascenders/descenders</p> <p>Consistency in size and spacing of letters and digits</p> <p>Form capital letters</p>	<p>Select basic ideas and content linked to the purpose of a task</p> <p>writing is read aloud to ensure it makes sense</p>	<p>Sequence sentences to form short narratives</p>	<p>Write a simple sentence with straight forward subject/ verb agreement</p>	<p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using ‘and’</p> <p>Use a capital letter for days of the week</p>

M3	<p>Can use the prefix un– Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Consistency and size maintained- letters (upper/lower case), digits, spaces between words</p>	<p>Use simple prepositions usually and independently reread for sense and begin to make corrections</p>	<p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Write reliably formed simple and compound sentences</p> <p>Writing shows some features of given text type but may not always maintain form</p>	<p>Consistent and accurate demarcation of sentences (FS, CL) across dictated/self-composed sentences</p> <p>Begin to punctuate sentences using an exclamation mark/question mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
-----------	--	--	---	--	---	---

Common Exception Words

Autumn	Spring	Summer
<p>the, to, I, no, go, so, a, is, has, his</p> <p>he, she, we, me, be, was, my, by, you, put, her, they, all, are, have</p>	<p>do, today, of, said, says, were, your, here, there, where, come. some</p>	<p>love, one, once, ask, friend, school, push, full, house, our</p>