



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>
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Common Exception Words

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