

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

** Phase 2: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss.

Working Towards the expected standard in Y1

The pupil can, after discussion with the teacher:

Transcription: Spelling

Spell some Year 1 common exception words*

Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3.**

Transcription: Handwriting

Write letters that are clearly identifiable

Composition:

Write simple sentences which can be read by themselves and others.

Vocabulary, grammar and punctuation

Begin to show awareness of a full stop

Write a capital letter at the start of their name

Working at the expected standard in Y1

The pupil can, after discussion with the teacher:

Transcription: Spelling

Use regular plural noun suffixes –s or –es (e.g. dog-dogs, wish-wishes)

Spell many Year 1 common exception words

Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

Transcription: Handwriting

Begin to form capital letters

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Composition:

Leave spaces between words

Join words and join clauses using 'and'

Sequence sentences to form short narratives

Read aloud writing clearly and loud enough for peers/teachers to hear them

Vocabulary, grammar and punctuation

Punctuate sentences using a capital letter and a full stop

Begin to punctuate sentences using a question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Working at greater depth within the expected standard in Y1

The pupil can, after discussion with the teacher:

Spell most Year 1 common exception words

Begin to use because and so to join clauses

Read aloud their writing audibly, beginning to use expression, to adults and peers, e.g., larger group or whole class.

Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice.

Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly

Make links between what is read and translate this into writing (i.e. story language such as once upon a time, he walked and he walked and he walked).

Phase 3: Set 6: j, v, w, x. Set 7: y, z, zz, qu, Consonant digraphs: ch, sh, th, ng, Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.