Year 1 Writing Disciplinary Knowledge

	Year 1: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	• spell words containing each of the 40+ phonemes already taught • name the letters of the alphabet • use letter names to show alternative spellings of the same sound	• spell the days of the week • spell common exception words	• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un- • 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] • apply simple spelling rules and guidance, as listed in English Appendix 1: Year 1 Spelling
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form digits 0-9	• form capital letters	• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

	Year 1: Composition		
	Autumn	**Spring**	**Summer**
Planning	• talk about ideas to use in writing	• talk about ideas to use in writing	• talk about ideas to use in writing
Drafting and writing	• write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it	• write sentences by: - composing a sentence orally before writing it - sequencing sentences to form short narratives	• write sentences by: - sequencing sentences to form short narratives

Editing and evaluating	• re-reading what they have written to check that it makes sense	• re-reading what they have written to check that it makes sense	• re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils
Presenting and performing		• read aloud writing clearly enough to be heard by their peers and the teacher	• read aloud writing clearly enough to be heard by their peers and the teacher

	Year 1: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure	• regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	• suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	• how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence Structure	• how words can combine to make sentences • joining words and joining clauses using 'and'		
Text Structure	• sequencing sentences to form short narratives		
Punctuation	• separation of words with spaces • introduction to the use of capital letters, full stops to demarcate sentences • use capital letter for own name and the personal pronoun 'I' • use capital letters for names of people • use capital letters and full stops to demarcate sentences	• introduce question marks and exclamation marks to demarcate sentences	• begin to use question marks and exclamation marks to demarcate sentences • use capital letters for places, the days of the week