



# Wombwell Park Street Primary School

## Age Related Expectations in Writing

### Year 1

Date and Text Type:	
Autumn	Add the suffix <i>ing</i> when there is no change to the root word
	Add the suffix <i>s</i> when there is no change to the root word
	Leave spaces between words
	Punctuate a sentence independently with a capital letter and full stop mostly correct (through hold a sentence)
	Use a capital letter for the personal pronoun <i>I</i>
	Compose a sentence orally and hold it in their head before writing
	Use a capital letter and a full stop to demarcate each sentence
	Talk about the meanings of new words
	Sit correctly at a table, putting bum back in chair and tummy near table
	Hold a pencil using tripod grip
	Form lower case correctly in the correct direction, starting and finishing in the right place
	Form digits 0-9
Spring	Add the prefix <i>un</i> to words
	Add the prefix <i>ed</i> to words
	Name the letters of the alphabet in order
	Know and spell the days of the week
	Join words and clauses using 'and'
	Edit own writing and check for the use of the punctuation taught: capital letters, full stops.
	Use a capital letter for names of people and the personal pronoun 'I'
	Re-read their work to check it makes sense and make changes to improve their work
	Read aloud their writing clearly enough to be heard by their peers and teacher.
	Form upper case letters in the correct direction, starting and finishing in the right place
Summer	Add the suffixes <i>es</i> to words i.e witch/witches
	Add the suffix <i>-er</i> when there is no change to the root word
	Spell words choosing plausible graphemes from the 44 phonemes taught
	Spell most of the Year 1 common exception words.
	Know letter names and the sounds they make
	Use capital letters for names of people, places, days of the week
	Begin to punctuate sentences with a question mark and exclamation mark.
	When talking, use regular past, present and future forms accurately to discuss events that have happened or are to happen in the future
	Write three or four meaningful simple sentences in sequence. (while it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity!)
	Ascenders and descenders are appropriately formed and sit in the correct place on the line