

By the end of Year 1 your child should achieve these objectives

Ideas

1. I can plan what I am going to write using a story map.
2. I can discuss what I am going to write about.
3. I can compose a sentence orally before I write it.

Organisation

- 4. I can sequence sentences to form short stories.**
5. I can sequence sentences to form non-fiction passages.

Voice

6. I can hold a sentence given to me.
7. I can hold a sentence thought of by myself.
8. I can discuss what I have written with my teacher or another pupil.

Word Choice

9. I can use an adjective to add detail to a simple sentence.
10. I can use prepositions in my writing.
11. I can use a simile in a sentence.
12. I can use generalisers in my writing
e.g. majority, many, most, some, few.

Sentence Fluency

- 13. I can write from memory simple sentences dictated by the teacher.**
- 14. I can re-read what I have written to check it makes sense.**
15. I can write compound sentences, including conjunctions such as
and, but, so, when.
16. I can use a range of openers including -ly openers.

Spelling

- 17. I can use my phonic knowledge to write words.**
18. I can write red words.
19. I can use regular plurals (-s, -es).
20. I can use a suffix with verbs.

Grammar

- 21. I can begin my sentences with a capital letter.**
- 22. I can use a full stop to end a sentence.**
- 23. I can write a question and use a question mark.**
- 24. I can use an exclamation mark.**
25. I can use a capital letter for names of people, places and the days of the week.
26. I can use the personal pronoun 'I'.

Presentation

27. I can sit at a table correctly, holding a pencil comfortably and correctly.
28. I can leave spaces between words.
- 29. I can form lower case letters in the correct direction, starting and finishing in the right place.**
30. I can form capital letters.

Key Sounds

tch (catch, fetch, kitchen, notch, hutch)

The 'v' sound at the end of words (have, live, give)

Adding 's' and 'es' to words (cats, dogs, spends, rocks, thanks, catches)

Adding the endings -ing, -ed and -er to verbs (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper)

er and -est to adjectives where no change is needed to the root (grander, grandest, fresher, freshest, quicker, quickest)

ai, oi (rain, wait, train, paid, afraid oil, join, coin, point, soil)

ay, oy (day, play, say, way, stay boy, toy, enjoy, annoy)

a-e (made, came, same, take, safe)

e-e (these, theme, complete)

i-e (five, ride, like, time, side)

o-e (home, those, woke, hope, hole)

u-e (June, rule, rude, use, tube, tune)

ar (car, start, park, arm, garden)

ee (see, tree, green, meet, week)

ea (sea, dream, meat, each, read)

ea (head, bread, meant, instead, read)

er (her, term, verb, person, better, under, summer, winter, sister)

ir (girl, bird, shirt, first, third)

ur (turn, hurt, church, burst, Thursday)

oo (zoo food, pool, moon, zoo, soon, book, took, foot, wood, good)

oa (boat, coat, road, coach, goal)

oe(toe, goes)

ou (The only common English word ending in ou is you)

out (about, mouth, around, sound)

ow (now, how, brown, down, town own, blow, snow, grow, show)

ue (blue, clue, true, rescue, Tuesday)

ew (new, few, grew, flew, drew, threw)

ie (lie, tie, pie, cried, tried, dried, chief, field, thief)

igh (high, night, light, bright, right or for, short, born, horse, morning)

ore (more, score, before, wore, shore)

aw (saw, draw, yawn, crawl)

au (author, August, dinosaur, astronaut)

air (air, fair, pair, hair, chair)

ear (dear, hear, beard, near, year, bear, pear, wear)

are (bare, dare, care, share, scared)

Key Skills

Writing



Year 1



