



By the end of Year 1, a pupil reaching the EXPECTED level for his or her age can...

Spelling

- Write from memory, simple dictated sentences containing the GPCs (letters and corresponding sounds) and words taught so far.
- Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.
- Spell most common exception words in the YR 1 spelling appendix.
- Recognise and spell a set of simple compound words.
- Understand the difference between singular and plural. Add suffixes -s and -es to words e.g. cats, witches, catches.
- Name the letters of the alphabet in order.

Handwriting

- Begin to form most letters correctly starting and finishing in the correct place.
- Capital letters and digits 0-9 formed correctly.
- Some spaces are left between words, although inconsistent.
- Most letters sit on the line correctly.

Structure & Purpose of Writing

- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested.

Vocabulary, Grammar & Punctuation

- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some features of Standard English e.g. I did.