



Name _____

Area - Writing

Year ONE

Key: E = Entering D = Develop S = Secure

Composition				Transcription					
Vocabulary, grammar and punctuation		E	D	S	Spelling		E	D	S
1	Say, and hold in memory whilst writing, simple sentences which make sense.				1	Name the letters of the alphabet in order.			
2	Write simple sentences that can be read by themselves and others.				2	Use letter names to distinguish between alternative spellings of the same sound.			
3	Separate words with finger spaces				3	Spell words containing each of the phonemes already taught.			
4	Punctuate simple sentences with capital letters and full stops . <ul style="list-style-type: none"> ▪ Use capital letter for the personal pronoun. ▪ Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks. ▪ Use simple connectives to link ideas e.g. <i>and</i>. ▪ Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 				4	Be able to encode the sounds they hear in words .			
					5	Be able to read back words they have spelt.			
					6	Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>).			
					7	Spell common exception words . <ul style="list-style-type: none"> ▪ Spell the days of the week. ▪ Use the spelling rule for adding <i>-s</i> or <i>-es</i> (<i>i.e. when the word has a /ɪz/ sound</i>). ▪ Use the prefix <i>un-</i> for words without any change to the spelling of the 			

