Cookridge Primary School: Year 1 Objectives - Writing

Basic Skills (Fluency) by the end of Year 1:			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1.	**All Phase 5** Phonics have to be in place.							
2.	**Most** lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.							
3.	Be able to use Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for spelling.							
4.	Spell **most** common exception words (Year 1).							
5.	**Independently**, construct correctly formed simple sentences with capital letters and full stops.							
Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Phonics	P1	Identify known phonemes and graphemes in unfamiliar words.						
	P2	Segmenting spoken words into sounds before choosing graphemes to represent the sounds.						
	P3	Use letter names to show alternative spellings of the same phoneme.						
	P4	Use the suffixes: s, es, ed, er and ing within their writing.						
	P5	Know how the prefix un can be added to words to change meaning.						
	P6	Use the spelling rule for adding s or es for verbs in 3rd person singular.						
Handwriting	H1	Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.						
Grammar, Punctuation and Composition	GPC1	Children can correctly sequence words in a simple sentence, knowing the difference between lines of writing and sentences.						
	GPC2	Punctuate sentences using a capital letter and a full stop in **most** sentences.						
	GPC3	**Sometimes** punctuate sentences using a question mark or exclamation mark.						
	GPC4	Re-read what they have written, making sure finger spaces are evident, to check that it makes sense.						
	GPC5	Sequence sentences in chronological order to recount an event or an experience or to form short narratives.						
	GPC6	Use 'and' to join sentences together.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches.