

Writing Transcription

To be taught but not assessed

• Sit correctly at a table, holding a pencil comfortably and correctly.	
• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	
• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling	
• Name the letters of the alphabet in order KPI	
• Use letter names to show alternative spellings of the same phoneme	
• Spell words containing each of the 40+ phonemes already taught KPI	
• Spell the days of the week	
• Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far KPI	
• Know how the prefix 'un' can be added to words to change meaning	

Transcription assessment criteria - 7

• Begin to form lower case letters in the correct direction and begin to start and finish in the right place so that handwriting is legible to the reader KPI			
• Form capital letters and the digits 0-9			
• Identify known phonemes in unfamiliar words			
• Use syllables to divide words when spelling			
• Use the spelling rule for adding s or es for verbs in 3 rd person singular			
• Spell some common exception words			
• Use the suffixes: s, es, ed, er and ing within their writing			

Writing composition - 6

• Compose a sentence orally before writing it			
• Sequence sentences to form short narratives KPI			
• Sequence sentences in chronological order to recount an event or an experience			
• Re-read what they have written to check that it makes sense KPI			
• Read aloud and discuss their writing clearly enough to be heard by their peers and teacher			
• Leave spaces between words			

Vocabulary, Grammar and Punctuation - 5

• Use some capital letters for names of people, places, the days of the week, and the personal pronoun 'I'			
• Use simple noun phrases			
• understand how words can combine to make sentences			
• Use 'and' to join sentences together			
• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark KPI			

Year 1 Writing and Spoken Language Curriculum 2014 Name:

Spoken language

• Speak clearly and confidently in front of others			
• Retell a well-known story, remembering the main characters			
• Prepare to use 'new' words when communicating			
• Hold attention well when collaborating with others			
• Does not stray away from main topic when engaged in collaborative talk			
• Prepare to ask relevant questions to extend understanding and knowledge			
• Initiate conversation in collaborative situation			
• Listen carefully to what others are saying in group talk			

• Respond appropriately to what others say in group talk			
• Happy to join in with role play			