

**Ashill Community Primary School**  
**National Curriculum Objectives with Child Speak Targets**  
**Year 1 Writing**



Pupil's Name:

**Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)**

**Autumn Term:**

**Spring Term:**

**Summer Term:**

<b>Strand</b>	<b>National Curriculum Objective</b>	<b>Child Speak Target</b>
Transcription	<i>Spell words containing each of the 40+ phonemes already taught.</i>	<i>I can spell my word list accurately.</i>
Transcription	<i>Spell common exception words.</i>	<i>I can spell some unusual words correctly.</i>
Transcription	<i>Spell the days of the week.</i>	<i>I can spell the days of the week.</i>
Transcription	<i>Naming the letters of the alphabet in order.</i>	<i>I know the names of all the letters of the alphabet in order.</i>
Transcription	<i>Using letter names to distinguish between alternative spellings of the same sound.</i>	<i>I know some sounds can be spelled in different ways using different letters.</i>
Transcription	<i>Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</i>	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>
Transcription	<i>Add prefixes using the prefix un-.</i>	<i>I know how to add un- at the beginning of a word to create a new word.</i>
Transcription	<i>Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</i>	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>
Transcription	<i>Apply simple year 1 spelling rules and guidance.</i>	<i>I can spell the words correctly in my Year 1 spelling list.</i>
Transcription	<i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</i>	<i>I can write out a sentence told to me by my teacher.</i>
Handwriting	<i>Sit correctly at a table, holding a pencil comfortably and correctly.</i>	<i>When writing, I sit and hold a pencil correctly.</i>
Handwriting	<i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</i>	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
Handwriting	<i>Form capital letters.</i>	<i>I can write some capital letters.</i>
Handwriting	<i>Form digits 0-9.</i>	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>
Handwriting	<i>Understand which letters belong to which</i>	<i>I can tell you how some letters are similar and</i>

	<i>handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i>	<i>can be put into groups.</i>
Composition	<i>Saying out loud what they are going to write about.</i>	<i>Before I write a sentence, I can say out loud what I am going to write.</i>
Composition	<i>Composing a sentence orally before writing it.</i>	<i>I can think of and say a sentence before I write it.</i>
Composition	<i>Sequencing sentences to form short narratives.</i>	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
Composition	<i>Re-reading what they have written to check that it makes sense.</i>	<i>I check my sentences make sense by re-reading them.</i>
Composition	<i>Discuss what they have written with the teacher or other pupils.</i>	<i>I can discuss what I have written with the teacher or my friends.</i>
Composition	<i>Read aloud their writing clearly enough to be heard by their peers and the teacher.</i>	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>
Vocabulary Grammar Punctuation	<i>Leaving spaces between words.</i>	<i>When I write, I leave spaces between my words.</i>
Vocabulary Grammar Punctuation	<i>Joining words and joining clauses using 'and'.</i>	<i>I can add together two sentences using 'and'.</i>
Vocabulary Grammar Punctuation	<i>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</i>	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>
Vocabulary Grammar Punctuation	<i>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</i>	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>
Vocabulary Grammar Punctuation	<i>Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</i>	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>
Vocabulary Grammar Punctuation	<i>Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</i>	<i>I can add endings such as -ing and -ed to words to make new words.</i>
Vocabulary Grammar Punctuation	<i>Understanding how the prefix un- changes the meaning of verbs and adjectives.</i>	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>
Vocabulary Grammar Punctuation	<i>Understanding how words can combine to make sentences.</i>	<i>I know that words can be put together to build sentences.</i>
Vocabulary Grammar Punctuation	<i>Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.</i>	<i>I can use the grammar rules set out in my grammar list.</i>