

Year 1 Writing Targets

Date:	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revision of Reception Work - Spelling revision from EYFS							
All letters of the alphabet and the sounds which they most commonly represent.							
Consonant digraphs which have been taught and the sounds which they represent. (<i>sh, ch, th, ng</i>)							
Vowel digraphs which have been taught and the sounds which they represent. (<i>ai, ee, igh, oa, oo</i>)							
The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.							
Words with adjacent consonants. (<i>e.g., st, gr, pl etc.</i>)							
Autumn Term 1							
I can write sentences by saying out loud what I am going to write about.							
I can compose a sentence orally before writing it.							
I can discuss what I have written with the teacher or other pupils.							
I am developing an understanding of leaving spaces between words.							
I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.							
I am developing an understanding of how words can combine to make sentences.							
Autumn Term 2							
I can form capital letters.							
I am developing an understanding for using capital letters for names and the personal pronoun 'I'.							
I am beginning to punctuate sentences using a capital letter and a full stop.							
I can spell some (15) of the Year 1 common exception words.							
Spring Term 1							
I am developing an understanding of joining words and joining clauses using and. (<i>I like chips and pizza. It was raining and it was cold.</i>)							
I can use the spelling rules I have been taught for adding -s or -es to show plurals for nouns. (<i>dog - dogs but if it ends in sh, ch, ss, s, x or z add -es. Brushes, glasses, boxes, churches</i>)							
I can use the spelling rules I have been taught for adding -s or -es to show, (<i>he runs or she dances</i>)							
I can spell the days of the week.							
Spring Term 2							
I can use -ing and -ed where no change is needed in the spelling of the root word. (<i>helping, helped</i>)							
I can use -er and -est where no change is needed in the spelling of the root word. (<i>quicker, quickest</i>)							
I can use the prefix un- (<i>unkind, unhappy</i>)							
I am beginning to punctuate sentences with a question mark.							
I can spell many (35) of the Year 1 common exception words.							
I can read aloud my writing clearly enough to be heard by my peers and the teacher.							
Summer Term 1							
I am beginning to punctuate sentences using an exclamation mark. (link Year 2 exclamation sentences) (<i>What a beautiful day! How exciting this holiday has been!</i>)							
I can spell words containing each of the 40+ phonemes already taught.							
I can use letter names to distinguish between alternative spellings of the same sound. (<i>E.g - a, ai, ay, a-e, eigh, ey, ei</i>)							
I can sequence sentences to form short narratives.							
I can re-read what I have written to check that it makes sense.							
I can spell most (50+) of the Year 1 common exception words.							
Summer Term 2							
I can use the grammatical terminology in English when discussing my writing. (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)							
I can apply simple spelling rules for Year 1 (listed in English Appendix 1)							
I can punctate sentences using a capital letter and a full stop, question mark or exclamation mark.							
On-going targets							
I can name letters of the alphabet in order.							
I can form digits 0-9.							
I can sit correctly at a table, holding a pencil comfortably and correctly.							
I can understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these.							
I can write from memory simple sentences dictated by the teacher that include words using GPCs and common words taught so far.							
Total score:							

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