



Year 1

Grammar, Spelling and Punctuation Objectives taken from the National Curriculum 2014.

Children should write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives

Children should re-read what they have written to check that it makes sense

Children should discuss what they have written with the teacher or other pupils

Children should read aloud their writing clearly enough to be heard by their peers and the teacher

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Understand how to combine words in an order to make a sentence.	Sentences begin with a capital letter and end with a full stop.	Ensure words in sentences are separated with spaces.	Use the personal pronoun 'I' in their own writing.	Use verb suffixes to support a recount - 'ed'
Re-read what they have written to check that it makes sense	Exclamation marks to demarcate sentences	Capital letters for proper nouns	Introduce question marks to demarcate sentence	Join words and clauses using 'and'
Sequence sentences to form short narratives	Use suffixes 'ing' and 'er'	Use suffixes 's' and 'es' to show regular plurals	Use prefix 'un' to change the meaning of a word	

N = New Learning **R = Recall of prior learning** **T – New terminology** **S – Spellings (SR =spelling recall)** - not done yet as we don't have a spelling scheme

Autumn How Can I Help You?	Spring Let's Explore!	Summer Wish you were here!
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Teachers must teach the conventions of the genre alongside the GaPS skills.

<p>Narrative – Paddington Descriptions (3 weeks) N – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) N – Sentences begin with a capital letter and end with a full stop. N – words in sentences are separated with spaces. T – letter, word, sentence, capital letter, punctuation, full stop</p>	<p>Poetry (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces.</p>	<p>Narrative – Traditional Tales (4 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces. R – verb suffix 'ed' R – re-reading what they have written to check that it makes sense R – use exclamation marks to demarcate sentences as needed N – use capital letters for proper nouns N – Introduce question marks to demarcate sentence N – join words and clauses using 'and' N – Sequence sentences to form short narratives T – question marks</p>	<p>Recount (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er'</p>	<p>Recount - Grace Darling (Biography) (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er', 's', 'es' N – use prefix 'un' to change the meaning of a word</p>	<p>GENRE? (3 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er', 's', 'es' R – use prefix 'un' to change the meaning of a word</p>
<p>Simple recount – workshop (1 week) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>	<p>Information texts (3 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>	<p>Animal poetry (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>	<p>Information Text (3 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>	<p>Narrative – Lighthouse Keeper's Lunch (3 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>	<p>Non-chronological reports (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it)</p>

<p>R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces. N- Introduce personal pronoun 'I' into own writing.</p>	<p>R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces. N – verb suffix to support a recount - 'ed' N- re-reading what they have written to check that it makes sense</p>	<p>R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – verb suffix 'ed' R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' N – using suffixes 'ing' and 'er'</p>	<p>R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – suffixes 'ed', 'ing', 'er' R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' N – using suffixes 's' and 'es' to show regular plurals T – singular, plural</p>	<p>R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er', 's', 'es' R – use prefix 'un' to change the meaning of a word</p>	<p>R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er', 's', 'es' R – use prefix 'un' to change the meaning of a word</p>
<p>Instructions – recipes (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces.</p>	<p>Letters (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – Sentences begin with a capital letter and end with a full stop. R – words in sentences are separated with spaces. R – verb suffix 'ed' R – re-reading what they have written to check that it makes sense N – Introduce exclamation marks to demarcate sentences T – exclamation mark</p>		<p>Poetry (2 weeks) R – Understand how to combine words in an order to make a sentence. (Composition – pupils should say out loud what they are going to write about and compose orally before writing it) R – capital letters used to demarcate sentences, proper nouns and 'I' R – use full stops, questions marks and exclamation marks to demarcate sentences R – words in sentences are separated with spaces. R – re-reading what they have written to check that it makes sense R – join words and clauses using 'and' R – suffixes 'ed', 'ing', 'er', 's', 'es' R – use prefix 'un' to change the meaning of a word</p>		
<p>Skills check – Can children...? This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning</p>					

<ul style="list-style-type: none"> • Can combine words to make sentences. • Consistently write sentences that begin with a capital letter and end with a full stop. • Words in the sentence have appropriate spacing. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? 	<ul style="list-style-type: none"> • Can consistently form correct sentences with correct basic punctuation. • Understands that sentences can do different jobs. • Can use an exclamation mark correctly to demarcate a sentence. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? • Can use 'ed' as a suffix on certain verbs when it does not change the root word. • Can use the personal pronoun 'I' correctly in their writing • Can use re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Can consistently form correct sentences with correct basic punctuation. • Understands that sentences can do different jobs. • Can use an exclamation mark and a question mark correctly to demarcate a sentence. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? • Can use 'ed', 'ing' and 'er' as suffixes on certain verbs when it does not change the root word. • Can use the personal pronoun 'I' correctly in their writing • Can use re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Can consistently form correct sentences with correct basic punctuation. • Understand that sentences can do different jobs. • Can use an exclamation mark and a question mark correctly to demarcate a sentence. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? • Can use the personal pronoun 'I' correctly in their writing • Can use 'ed' and 'ing' as suffixes on certain verbs when it does not change the root word. • Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc • Can use re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Can consistently form correct sentences with correct basic punctuation. • Understand that sentences can do different jobs. • Can use an exclamation mark and a question mark correctly to demarcate a sentence. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? • Can use the personal pronoun 'I' correctly in their writing • Can use 'ed' and 'ing' as suffixes on certain verbs when it does not change the root word. • use prefix 'un' to change the meaning of words • Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc • Can use re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Can consistently form correct sentences with correct basic punctuation. • Understand that sentences can do different jobs. • Can use an exclamation mark and a question mark correctly to demarcate a sentence. • Can sequence the sentences to make short narrative. • Can children spell the vast majority of the common exception words consistently correctly? • Can children name the letters of the alphabet and put them in order? • Can use the personal pronoun 'I' correctly in their writing • Can use 'ed' and 'ing' as suffixes on certain verbs when it does not change the root word. • use prefix 'un' to change the meaning of words • Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc • Can use re-reading what they have written to check that it makes sense.
Terminology check					
Letter, capital letter, word, sentence, full stop, punctuation	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question marks,	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question marks, singular, plural	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question marks, singular, plural	Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark, question marks, singular, plural

Spelling check:					
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used