

Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
Spelling	Handwriting and presentation	Writing Processes	Vocabulary, Grammar and Spelling
<ol style="list-style-type: none"> I can spell words using phonemes from my RWI group (up to group F). I can use different ways of pronouncing and spelling long vowel phonemes in RWI set 3 (Group G up). I can segment words that have consonants next to each other. I can spell tricky words and red words from RWI. 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. I can spell the days of the week I can name the letters of the alphabet in order I can use letter names to distinguish between different spellings of the same sound. I can use the spelling rule for adding –s or –es to a word to make it plural and for some verbs. (EG: dog to dogs. Wish to wishes.) I can add un- to the beginning of words to change the meaning. (EG: undo, untie, unkind) I can add –ing, –ed, –er and –est to the end of words (helping, helped, helper, eating, quicker, quickest). I can remember and then write simple sentences that my teacher has read to me, using the previous learning to spell the ‘tricky’ words and my spelling rule words correctly. 	<ol style="list-style-type: none"> I can sit correctly at a table and hold a pencil correctly. I can form lower-case letters in the correct direction, starting and finishing in the right place. I can form capital letters correctly I can form digits 0-9 correctly I understand which letters belong to which handwriting ‘families’ (letters with the same shapes). 	<ol style="list-style-type: none"> I can say out loud what I am going to write about. I can say out loud a sentence before writing it. I can write a minimum of three sentences on the same topic. (Take into account what EXC writers from EYFS should be doing). I can re-read what I have written to check that it makes sense. I can talk about what I have written with the teacher or other children. I can read aloud my writing clearly enough to be heard by the others. 	<ol style="list-style-type: none"> I can leave spaces between words. I can join sentences using the join ‘and’. I can join words using ‘and’. I can begin to punctuate sentences using a capital letter and a full stop. I can punctuate sentences using a capital letter and a full stop. I can use a question mark and exclamation mark. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ There is evidence in my writing that I can use: letters to make words, singular words, plural words, sentences, punctuation (capital letters, full stops, question marks, exclamation marks), suffixes, nouns, verbs, adjectives, prefixes.

Y1 Writing Curriculum