

NON- NEGOTIABLES

On entry to Year 1 children should be able to:

- Use finger spaces
- Use story language in re-telling
- Form lower letters correctly and recognise capital letters
- Show some awareness in their writing of full stops and capital letters

Confidently spell using phase 4 graphemes and phonemes
Write captions, labels and simple sentences
Read their own writing aloud

Skills Progression		Example	EXS	GDS	Composition
1	Orally rehearse sentences before writing		✓		<ul style="list-style-type: none"> • Plan by talking about ideas • Create simple story maps • Use simple narrative language features e.g. story language e.g. once upon a time/one day/happily ever after - - power of three e.g. he walked and he walked and he walked - - figurative language e.g. alliteration • Write stories with characters based on class reading and role play • Write stories based on familiar settings e.g. from real life and traditional stories • Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs, some use of specific vocabulary • Use simple organisational features in fiction e.g. beginning, middle and end • Use simple organisational features in non-fiction e.g. captions; instructions in the right order • Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories • Develop stamina by providing opportunities for children to write more extended pieces of writing • Re-read their writing to check it makes sense and make simple changes as necessary e.g. spotting omissions • Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations
2	Demarcate most sentences using a full stop		✓		
3	Demarcate most sentences using a capital letter		✓		
4	Join words using 'and'	I bought sweets and cakes and toys.	✓		
5	Use 'and' to join simple sentences	I went to the park and I played on the slide.	✓		
6	Use a capital letter for proper nouns		✓		
7	Write sequences of linked sentences		✓		
8	Generally use the present and past tense accurately		✓		
9	Begin to demarcate sentences using question mark		✓		
10	Sequence sentences to form short texts	short stories from retelling, simple non-fiction texts	✓		
11	Begin to use some features of standard English	sentences make sense, no omissions	✓		
12	Begin to demarcate sentences using exclamation mark		✓		
13	Spell compound words correctly most of the time		✓		
14	Spell most of the Y1 common exception words	See NC list	✓		
15	Spell words with the range of Y1 phonemes mostly correctly		✓		
16	Add -er, -ed, -ing, -est to words where no change to the root word is needed	jumped, jumping, jumper / quicker, quickest	✓		
17	Add -es and -s to words to make plurals where no change to the root word is needed	cars, bikes, toys, churches, foxes, bushes	✓		
18	Spell the days of the week		✓		
19	Use the prefix un-	unkind, undo, untie	✓		
20	Form lower-case letters of the correct size relative to one another		✓		
21	Use some diagonal and horizontal strokes needed to join letters		✓		
22	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		✓		
GD 1	Use simple noun phrases	A huge, scary monster. A brilliant day out.		✓	
GD 2	Use <i>because</i> and <i>but</i> to join clauses			✓	
GD 3	Write effectively for a range of purposes and audiences			✓	
GD 4	Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading			✓	
GD 5	Consistently, use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 6	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 7	Consistently apply Y1 spelling expectations across their writing			✓	