**High Ercall Primary School**

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| **Writing targets for Year 1** | **Teacher** |
| **Text structure** |  |
| With help, use simple ways to plan like story maps and box grids. |  |
| Write simple sentences in order so writing makes sense |  |
| **Sentence Construction** |  |
| Write simple sentences – not all starting with I, he, she or a name |  |
| Use conjunctions to extend sentences: and / because / but / so / when |  |
| **Word Language** |  |
| Use some suffixes where the root word doesn’t change: dogs, foxes, looking, played, fastest, taller |  |
| Use phonics to spell carefully |  |
| **Handwriting** |  |
| Sit letters on the line  |  |
| Make letters an even size and show the difference between capital and lower case letters |  |
| Begin to form letters correctly using the cursive style |  |
| **Spelling** |  |
| Spell carefully using the correct graphemes from phase 4 and 5 |  |
| Spell some common exception words from the Year 1 / 2 list |  |
| **Punctuation**  |  |
| Use capital letters for names and I |  |
| Use full stops some of the time |  |
| Use finger spaces between words |  |
| Use question marks when needed |  |
| Use exclamation marks when needed |  |
| **The writing process** |  |
| Make changes to my writing with help from an adult |  |
|  |  |
| **Greater Depth** |
| Write sentences with adjectives to add detail  |  |
| Use a noun phrase  |  |
| Use alliteration to make writing interesting  |  |