

Year 1 Writing Framework (Sept 2025)

In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child’s general confidence to understand and use language, and by building his understanding of the concepts behind that terminology. He needs to be familiar with the sound and concept of a sentence before he can be expected to punctuate it.

Areas of focus:

Building further experiences during and about which the child can express himself; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for himself.

	Skills Progression					
	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Handwriting	Form upper- and lower-case letters correctly. Form digits 0-9. Leave spaces between words. Sit correctly at the table and hold a pencil comfortably and correctly.	Form upper- and lower-case letters correctly. Form digits 0-9. Leave spaces between words. Sit correctly at the table and hold a pencil comfortably and correctly.	Form upper- and lower-case letters correctly. Form digits 0-9. Leave spaces between words. Sit correctly at the table and hold a pencil comfortably and correctly.	Handwriting families. Letters are formed in the correct orientation. Letters are a consistent size. Sit correctly at the table and hold a pencil comfortably and correctly.	Handwriting families. Letters are formed in the correct orientation. Letters are a consistent size. Sit correctly at the table and hold a pencil comfortably and correctly.	All letters formed correctly. Correct spacing between words. Handwriting families. Sit correctly at the table and hold a pencil comfortably and correctly.
Spelling (Phonics) <i>See Little Wandle for full Phonics progression.</i>	Phase 3 & 4 Review Phase 5	Phase 5	Phase 5	Phase 5	Phase 5 Review (PSC)	Phase 5
Grammar	Use capital letters for names and sentences and full stops . Recognise ! and ? . Read and write verbs in progressive form (e.g. <i>I am playing</i>)	Add the suffix ‘-ing’ and ‘-ed’ to words (no change to root word) – discuss the past using this. Use a capital letter for ‘I’. Use capital letters for names and sentences and full stops . Use describing words for objects, understanding what it means to describe. Recognise ! and ? . Use conjunctions ‘and’ and ‘because’ in oral sentences.	Add the suffixes ‘ing’, ‘ed’, ‘er’, ‘s’ and ‘es’. (No change to root word) Start to use ! and ? . Reinforce understanding of past , finding -ed words. Use conjunctions in sentences.	Add the suffixes ‘ing’, ‘ed’, ‘er’, ‘s’, ‘es’ and ‘un’. (No change to root word) Singular and plural. Discuss doing words and actions. Use doing words in sentences, sometimes using conjunctions . Use ! and ? .	To be able to add the prefix ‘un’ and ‘est’. Reinforce doing words . Reinforce describing words . Oral correction on subject/verb agreement (e.g. I done this / I did this). Irregular past tense verbs (came, was, took). Identify questions and exclamations . Know a range of conjunctions . Use CL and FS.	Orally use adverbs (how words). Identify adverbs in stories. Reinforce past tense verbs. Reinforce ! , ? , CL & FS. Oral correction on subject/verb agreement (e.g. I done this / I did this). Reinforce doing words . Reinforce describing words .
Composition	Saying a sentence out loud before writing it (shared writes). Sequence ideas orally to form a short narrative based on a story or experience.	Say a sentence out loud before writing it (shared writes). Sequence sentences to form a narrative based on real life (e.g. what can you see, smell).	Orally tell a short story using simple conjunctions. Write for a purpose (e.g. a newspaper) with short sentences in sequence.	Shared writing, to include dictated sentences using conjunctions and punctuation learned so far. Re-read what they have written to check it makes sense.	Write instructions using commands . Write and edit sentences together. Dictation.	Compose oral and written sentences to describe experience, activity or story, in a correct sequence. Write and edit sentences together.

	Read and listen to rhymes to identify rhyming words. Simple dictated sentences from memory.	Simple dictated sentences from memory.		Sequence ideas to form a narrative based on a story.		Dictation.
Vocabulary	People and jobs. Family. Relevant places. Days & months. Range of colours.		Expanded vocabulary with mathematical activities (e.g. measure, shapes, size, first/second/third...)	Start to use rich vocabulary from stories. Use rhymes. Make attempts to use new words (clarify misconceptions)		Build vocabulary from experiences and cross-curricular links.

End Points for Year 1	
<p>By the end of Year 1, children at the expected level should...</p> <p><i>National Curriculum, 2014.</i></p>	<p>Writing – composition</p> <ul style="list-style-type: none">- saying out loud what they are going to write about- composing a sentence orally before writing it- sequencing sentences to form short narratives- re-reading what they have written to check that it makes sense- discuss what they have written with the teacher or other pupils- read their writing aloud, clearly enough to be heard by their peers and the teacher <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">- leaving spaces between words- joining words and joining clauses using ‘and’- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’- learning the grammar for year 1 in English appendix 2- use the grammatical terminology in English English appendix 2 in discussing their writing <p>Handwriting</p> <ul style="list-style-type: none">- sit correctly at a table, holding a pencil comfortably and correctly- begin to form lower-case letters in the correct direction, starting and finishing in the right place- form capital letters- form digits 0-9- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these