



Year 1 Writing Targets

| Target |
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| I can say out loud what I am going to write about. |
| I say a sentence before writing it. |
| I can order sentences to make a short story. |
| I can re-read what I have written and check that it makes sense. |
| I can discuss what I have written with my teacher, my parents and other pupils. |
| I can read my writing clearly enough to be heard by my peers and the teacher. |
| I can use the regular plural noun suffixes -s and -es e.g. dog to dogs but wish to wishes. |
| I can combine words to make sentences. |
| I can order sentences when writing short, simple stories. |
| I can separate words with spaces. |
| I can add common suffixes such as -er, -ed and -ing to verbs where I do not need to change the spelling of the verb e.g. help to helper, helped or helping. |
| I can use the prefix un- to mean the opposite of the root word e.g. kind to unkind and happy to unhappy. |
| I can join words and clauses using 'and.' |
| I am beginning to use capital letters at the start of a sentence and full stops, question marks and exclamation marks at the end. |
| I can start names and the personal pronoun 'I' with a capital letter. |
| I can spell words containing the 40+ phonemes I have been taught. |
| I can spell words that can't be segmented such as the, once and I. |
| I can spell the days of the week. |
| I can name the letters of the alphabet in order. |
| I can use letter names to discuss different ways to spelling the same sound e.g. 'ai' and 'ay'. |
| I can use the spelling rule for adding -s or -es to words. |
| I can use the prefix un- to spell words. |
| I can use -ing, -ed, -er and -est to spell words where they is no change to the root word e.g. 'help' becomes 'helping, helped, helper. |
| I can apply the simple spelling rules for my year group. |
| I can write from memory simple sentences dictated by the teacher. |
| I understand that words are divided into 'beats' or syllables. |
| I can distinguish between homophones and near-homophones e.g. made and maid. |
| I can sit correctly at a table, holding a pencil comfortably and correctly. |
| I can begin to form lower-case letters in the correct direction, starting and finishing in the right places. |
| I can form capital letters. |
| I can form digits 0-9. |
| I understand which letters belong to which handwriting "families" (ie letters that are formed in similar ways) and can practise these. |