

Year 1		Working within	Focussing	Securing
Vocabulary	Nouns	<ul style="list-style-type: none"> <li>Use articles <b>the</b> and <b>a</b>, possessives and numbers to write a noun phrase <b>e.g. a dog, my dog, two dogs.</b></li> <li>Use pronouns <b>e.g. I, he, she, it, they, we.</b></li> <li>Use adjectives for size and colour in a complement sentence <b>e.g. the dog is black</b></li> <li>Use adjectives for size and colour to expand a noun phrase <b>e.g. a black dog, a big car</b></li> <li>Correct subject verb agreement using familiar verbs <b>e.g. I am, he is, I like, he likes.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use singular and plural noun e.g. dog/dogs, bush/bushes</li> <li>Use present progressive using the verb 'to be' and verb in progressive form using -ing suffix e.g. <b>He is hitting me.</b></li> <li>Use simple past tense using -ed suffix e.g. <b>pulled, pushed, painted</b> and some irregular past tense forms <b>e.g. went instead of goed.</b></li> <li>Use familiar adverbs of place (where) <b>e.g. I played outside. I sat there.</b></li> <li>Use adverbial phrases for place using simple prepositions <b>e.g. in, on-I played in the garden</b></li> <li>Use adverbs of time (when) <b>e.g. First, Finally</b> to sequence narratives, recounts, instructions possibly with repetition <b>e.g. Then, Then</b></li> </ul>	<ul style="list-style-type: none"> <li>Use 'un' to show opposite in adjectives <b>e.g. unhappy, unkind.</b></li> <li>Use simple superlative adjectives for size <b>e.g. smallest, tallest</b></li> <li>Use simple comparative adjectives for size <b>e.g. longer, shorter</b></li> <li>Use prefix 'un' to negate verbs <b>e.g. undo, unlock.</b></li> <li>Use familiar adverbial phrases for time to start narratives or recounts <b>e.g. once upon a time, On Monday.</b></li> </ul>
	Verbs	<ul style="list-style-type: none"> <li>Use simple present tense when writing in the present <b>e.g. he runs, they wash.</b></li> <li>Use imperative form to write commands <b>e.g. Cut, Stick, Put.</b></li> <li>Use repetitive pronouns to link to the subject <b>e.g. The boy.. He is.. He has..</b></li> </ul>		

	C o h e s i v e d e v i c e s			
<b>Sentence structure and punctuation</b>	<ul style="list-style-type: none"> <li>• Compose and write single clause sentence <b>e.g. The dog is black</b></li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Join two words with '<b>and</b>' <b>e.g. Tim and Tom like ice-cream. The dog is black and hairy</b></li> <li>• Use full stops and capital letters to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use co-ordination – using 'and' to join two ideas to write a sentence with two clauses <b>e.g. I went to the park and I had an ice cream</b></li> <li>• Use capital letter for 'I', names of people, places, days of the week <b>e.g. Bob, Blackpool, Thursday</b></li> <li>• Use question marks and exclamation marks to sometimes demarcate question and exclamations</li> </ul>	

<p><b>Com positi on</b></p>	<ul style="list-style-type: none"> <li>• Talk with teacher/peers about models of similarly structured writing</li> <li>• Say out loud what I am going to write about by talking with teacher/peers to gather ideas for writing</li> <li>• Use Oral/visual prompts (e.g. pictures, photos, story maps) to help remember what I am going to write.</li> <li>• Orally compose a sentence before writing it.</li> <li>• Rehearse to remember the sentence accurately before attempting to record it.</li> <li>• Use oral/visual prompts (e.g. pointing to fingers) to remember number of words in a sentence and the spaces between the words as I am writing.</li> <li>• Write sentences which make sense and communicate meaning.</li> <li>• Re-read what I have written to make sure it makes sense</li> <li>• Read aloud own writing clearly enough to be heard by teacher and peers in a small group</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read to check for missing words, spaces between words and punctuation.</li> <li>• Write short chronological texts using series of sentences e.g. instructions, recounts.</li> <li>• Write short non-chronological texts using series of sentences e.g. information texts.</li> <li>• Use pronouns or adverbs to link sentences.</li> <li>• Write non-fiction texts including basic organisation and features to suit the text type e.g. list in instructions</li> <li>• Write simple openings or endings</li> <li>• Include details of events and/or subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• When discussing writing, recognise and use terminology from Y1; letter, capital letter; word singular, plural; sentence, punctuation, full stop, question mark, exclamation mark.</li> <li>• Write simple narratives in familiar genres e.g. traditional tale, cumulative story/</li> <li>• Write narratives with a series of sentences in chronological sequence.</li> <li>• Use pronouns or adverbs to link sentences.</li> <li>• Write simple openings or endings</li> <li>• Include detail of characters and setting</li> </ul>
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