



# Writing Checklist for Year 1

<b>Spelling</b>	
• I can name the letters of the alphabet in order.	
• I can use phonics to spell new words.	
• I can spell tricky words correctly.	
• I can spell words beginning un- <i>e.g. happy - unhappy.</i>	
• I can spell words ending -s, -es, -ing, -ed, -er, -est.	
• I can use some spelling rules.	
<b>Handwriting</b>	
• I can sit at the table and hold my pencil correctly.	
• I can start and finish letters correctly.	
• I can form capital letters correctly (e.g. A, B, C).	
• I can write the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.	
• I know which letters belong to which handwriting family.	
<b>Composition</b>	
• I can think of a sentence and say it out loud.	
• I can write my sentence and check if it makes sense.	
• I can read my writing aloud to others and talk about it.	
<b>Vocabulary, Grammar and Punctuation</b>	
• I can use finger spaces between words.	
• I can use capital letters at the start of sentences.	
• I can use full stops at the end of sentences.	
• I am beginning to use question marks (?) and exclamation marks (!).	
• I can use capital letters for names of people, places, days of the week and the word 'I'.	
• I can use joining words ( <i>e.g. and, but, so</i> )	



# GPS Checklist for Year 1

I can explain how to use and identify the following terms:	
• I recognise <b>letters, words</b> and <b>sentences</b> .	
• <b>Capital letters</b> at the start of sentences.	
• <b>Capital letters</b> for names of people, places, days of the week and the word 'I'.	
I can use the following <b>punctuation</b> :	
• <b>Full stops</b> (.)	
• <b>Question marks</b> (?)	
• <b>Exclamation marks</b> (!)	
• <b>Singular</b> (cat, pen, box) and <b>plural</b> (cats, pens, boxes)	



# Reading Checklist for Year 1

Word Reading	
• I can sound out words using the phonics I have been taught.	
• I read tricky words.	
• I can read words ending with -s, -es, -ing, -ed, -er, -est.	
• I can read shortened words (e.g. can't) and understand that the apostrophe is used to show the letter/s that have been missed out (e.g. can <u>not</u> - can't)	
Comprehension	
• I can listen quietly to a book being read aloud.	
• I can retell stories I know well in my own words.	
• I can join in with things that the whole class is saying together.	
• I can tell you the meanings of some words.	
• I check that what I am reading makes sense.	
• I can correct myself when I make a mistake while reading.	
• I can predict what could happen next in the story.	
• I use what I already know to help me understand new stories.	
• I can explain what has been read to me.	
• I can talk about stories that have been read to me and take turns listening to what others say about them.	