**ENGLISH WRITING YEAR 1 Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Working TOWARDS THE EXPECTED STANDARD** |
| The pupil can, after discussion with the teacher: | **Autumn** | **Spring** | **Summer** |
| say out loud what they are going to write about |  |  |  |  |  |  |
| write a single sentence demarcated with: | Capital letters |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |
| Recognise where spaces have been missed |  |  |  |  |  |  |
| segment many spoken words into phonemes and represent these by graphemes |  |  |  |  |  |  |
| spell some common exception words\* |  |  |  |  |  |  |
| begin to form lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |
| recognise some letters of the alphabet |  |  |  |  |  |  |

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| **Working AT THE EXPECTED STANDARD** |
| The pupil can, after discussion with the teacher: | **Autumn** | **Spring** | **Summer** |
| Re-read own writing aloud to check sense |  |  |  |  |  |  |
| orally rehearse sentences and sequence them to form short narratives |  |  |  |  |  |  |
| write from memory simple sentences dictated by the teacher that include words using words taught so far. \* |  |  |  |  |  |  |
| join words and clauses with the conjunction ‘and’ |  |  |  |  |  |  |
| use past, present and future accurately in speech and begin to incorporate these in their writing |  |  |  |  |  |  |
| demarcate many sentences using: | Capital letter |  |  |  |  |  |  |
| Full stop |  |  |  |  |  |  |
| Question mark |  |  |  |  |  |  |
| Exclamation mark |  |  |  |  |  |  |
| Finger spaces |  |  |  |  |  |  |
| use capital letter for people, places and days of the week |  |  |  |  |  |  |
| spell some Y1 common exception words\* and the days of the week |  |  |  |  |  |  |
| segment spoken words into phonemes & represent these by graphemes, spelling many words in phonically-plausible way |  |  |  |  |  |  |
| form many letters and digits correctly, with some difference between upper and lower-case letters |  |  |  |  |  |  |
| name the letters of the alphabet in order |  |  |  |  |  |  |
| add prefixes and suffixes: (\*with no root word changes) | -s / -es |  |  |  |  |  |  |
| un |  |  |  |  |  |  |
| ing / er / ed / est \* |  |  |  |  |  |  |

\*Spelling app. 1 National Curriculum and/or others according to the programme used (National Literacy Strategy
Year 1 Key words: an, as, be, by, do, if, or, so, us, bed, boy, but, did, dig, got, had, has, her, him, his, man, may, not, just, little, live, love, made, new, off, old, one, out, put, ran, saw, too, two, way, back, ball, been, call, called, can’t, don’t, door, from, good, help, here, home, jump, tree, want, when, with, make, take, name, over, push, pull, than, them, then, took

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| **Working AT GREATER DEPTH WITHIN THE EXPECTED STANDARD** |
| The pupil can, after discussion with the teacher: | **Autumn** | **Spring** | **Summer** |
| begin to write effectively and coherently for different purposes |  |  |  |  |  |  |
| use present and past tense mostly correctly and consistently in their writing |  |  |  |  |  |  |
| join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) |  |  |  |  |  |  |
| use capital letters, full stops, question marks and exclamations mostly correctly |  |  |  |  |  |  |
| spell most Y1 common exception\* words accurately and make phonically-plausible attempts at spelling unfamiliar words |  |  |  |  |  |  |
| form most letters correctly. |  |  |  |  |  |  |