

Year 1 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9. 	<ul style="list-style-type: none"> I form lower case letters in the correct direction, starting and finishing in the right place. <i>(cursive- kicks and flicks)</i> 	<ul style="list-style-type: none"> I name the letters of the alphabet in order. I form capital letters.
Spelling	<ul style="list-style-type: none"> I spell unknown words using my phonemes (sounds). <i>(phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</i> 	<ul style="list-style-type: none"> I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> I use letter names to show alternative spellings of the same phonemes. I spell word that use suffixes for plurals or third person. (E.g.: adding s/es- box, fox, fix, pencil, pen)
Composition	<ul style="list-style-type: none"> I say a sentence out loud before I write it down. <i>(Hold a sentence)</i> 	<ul style="list-style-type: none"> I can plan my writing by saying what I am going to write about. <i>(build a sentence)</i> I can read my own writing aloud so it can be heard by others and to check for sense. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.' 	<ul style="list-style-type: none"> I sequence sentences to form short narratives. <i>(Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)</i> I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when-First, Then, Next, After that)</i>
Grammar	<ul style="list-style-type: none"> I use the personal pronoun 'I' 	<ul style="list-style-type: none"> I use 'and' to join ideas within a sentence. 'I went to the park and played on the swing.' 	<ul style="list-style-type: none"> I may attempt to use other conjunctions. I make sure that word choices are relevant to the context and I use word banks to support this. I begin to use adjectives to add detail to my sentences.
Punctuation	<ul style="list-style-type: none"> I leave spaces between words. 	<ul style="list-style-type: none"> I begin to use other punctuation 	<ul style="list-style-type: none"> I use capital letters for the names of

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	<ul style="list-style-type: none">I use a capital letter for the start of a sentence.	<p>such as exclamation and question marks.</p> <ul style="list-style-type: none">I use a full stop accurately.	<p>people, places and days of the week. (Aa)</p>

Working at a HIGHER STANDARD (Greater Depth)

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Transcription	Composition	Drafting, Editing and Proof Reading
<ul style="list-style-type: none">• My sentences are demarcated consistently with capital letters, full stops and exclamation and question marks, as appropriate.• I am consistent with the use of capital letters for the pronoun 'I' and for proper nouns.• I use taught spelling rules and patterns independently and accurately.• My letters are correctly formed and oriented and start and finish in the correct place.	<ul style="list-style-type: none">• In narrative writing, I use structures and language from familiar stories effectively and accurately.• In non-narrative recounts, my events are related with some detail and may also include a personal comment.• My writing demonstrates a growing understanding of different text types dependent on classroom experiences.• I include words which are carefully chosen and vocabulary from word banks and from stories I have read or have had read to me.	<ul style="list-style-type: none">• I make changes to my writing following re-reading and reflection.