

WRITING YEAR 1

	STAGE B: Typical Range of Year 1 Attainment		
	1.1	1.2	1.3
	Beginning to develop Year 1 expectations	Y1 expected	Exceeding Y1 expectations
Sentence Structure	Usually writes using a simple sentence structure e.g. <i>The dog ate a bone.</i>	*Mostly uses simple sentence structure and beginning to join words using and e.g. <i>Helen loves to eat fish and chips.</i>	Uses the coordinating conjunction ' and ' to join clauses to create compound sentences e.g. <i>Lucy put on her raincoat and she splashed in the puddles.</i>
	Sentences usually start with subject/verb (<i>I am, I like, Tom went</i>)	Sentences usually start with repetition of pronoun/verb (<i>He is</i>), or subject/verb (<i>The man jumped...</i>) but there is evidence of some variation of the pattern across the writing e.g. <i>Dad went... He said... Mum is... rather than Dad went...Dad went...Dad went...</i>	Sentence openers include some variation, e.g. <i>Today was great... In the first room... I loved...</i>
			Evidence that they have re-read sentences to check that they make sense
Punctuation	Usually leaves spaces between words	Mostly leaves spaces between words	Leaves spaces between words
	Uses a capital letter for the pronoun 'I'	Uses capital letters for names of people	Uses a capital letter for names of places and days of the week
	When writing single sentences uses a capital letter and a full stop to punctuate	Beginning to punctuate single sentences with a question mark or exclamation mark (as appropriate)	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *When sequencing sentences to form short narratives capital letters, full stops, question marks and exclamation marks may be used inconsistently (e.g. starts with a capital letter, writes 3 unpunctuated sentences, and then ends the whole piece of writing with a full stop)
			Beginning to use bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)

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	1.1	1.2	1.3
	Beginning to develop Year 1 expectations	Embedding understanding of Y1 expectations	Demonstrates mastery and application of Y1 expectations
Text structure and organisation	<p>Joins in with predictable phrases in stories e.g. use of rhyme and rhythm to predict word or phrase at the end of the sentence. Please note: Taken from Reading Comprehension P.O.S provides oral rehearsal and is a necessary step in developing children's story writing.</p>	<p>Can orally retell a familiar story including all the main points and in chronological order Please note: Taken from Reading Comprehension P.O.S provides oral rehearsal and is a necessary step in developing children's story writing *Beginning to say out loud what they are going to write about including some of the main points.</p>	<p>Can say out loud what they are going to write about - Can orally plan their own writing (e.g. narrative, recount, report) and give an overview of the content including the main points <i>e.g. My story is going to be about... and she meets... then... or I am going to write about when we went to... My favourite bit was.....</i></p>
	<p>Begin to structure their own writing using 'scaffolds' e.g. pictures and matching sentences e.g. <i>Life Cycle – Child draws picture of egg and writes sentence 'The hen laid an egg.'</i> <i>Draws a chick and writes sentence 'The chick hatched out of the egg.'</i> <i>etc</i></p>	<p>Structure their own writing using 'scaffolds' e.g. draw their own story map, time line, story mountain, pictures – demonstrates the ability to sequence.</p>	<p>*Compose sentences orally before writing them *Writes sequenced sentences to form a short narrative *Writes relevant ideas and most are linked chronologically (i.e. recount and narrative) *Simple instructions are written in the correct order *Able to write relevant sentences under given subheadings e.g. Cars, Buses, Boats (i.e. information texts)</p>
Composition And Effect	<p>Beginning to independently use language appropriate to task</p>	<p>Usually uses words and phrases appropriate to task and topic</p>	<p>Mostly uses words and phrases appropriate to task and topic</p>
	<p>*Uses simple adjectives to orally describe places and people e.g. <i>The house was dark.</i> *Sometimes uses simple adjectives in labels, captions and sentences</p>	<p>Usually uses simple adjectives in labels, captions and sentences</p>	<p>Mostly uses simple adjectives in labels, captions and sentences</p>
			<p>Discuss what they have written with the teacher or other pupils – Can they describe something they are pleased with or something they have done well?</p>
Performance			<p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>