

| **Working towards the expected standard** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | | | **1** | **2** | **3** | **4** | **5** | **6** |
| **Date:** | | |  |  |  |  |  |  |
| **Genre:** | | |  |  |  |  |  |  |
| I can say my sentence out loud before I write it | | |  |  |  |  |  |  |
| I can talk about my writing with my teacher or children in my class | | |  |  |  |  |  |  |
| I can write capital letters | | |  |  |  |  |  |  |
| I can write numbers 0-9 | | |  |  |  |  |  |  |
| I can break down spoken words into their sounds and spell **some**  correctly | | |  |  |  |  |  |  |
| **Working at the expected standard** | | | | | | | | |
| **Criteria** | | | **1** | **2** | **3** | **4** | **5** | **6** |
| I can join my sentences together to make a story | | |  |  |  |  |  |  |
| I can write sentences by saying out loud what I am going to write about | | |  |  |  |  |  |  |
| I can use capital letters for names, places, the days of the week and the word ’I’ | | |  |  |  |  |  |  |
| I can use finger spaces between words | | |  |  |  |  |  |  |
| I can use joining words like ‘and’ | | |  |  |  |  |  |  |
| I can explain what these words mean: (and showing **some** evidence in my work) | | Letter |  |  |  |  |  |  |
| Capital letter |  |  |  |  |  |  |
| Word |  |  |  |  |  |  |
| Singular |  |  |  |  |  |  |
| Plural |  |  |  |  |  |  |
| Sentence |  |  |  |  |  |  |
| Punctuation |  |  |  |  |  |  |
| Full stop |  |  |  |  |  |  |
| Question mark |  |  |  |  |  |  |
| Exclamation mark |  |  |  |  |  |  |
| I can use **some** simple spelling rules **mostly** correctly | | |  |  |  |  |  |  |
| I can spell **most** words containing each of the letter sounds I have been taught | | |  |  |  |  |  |  |
| I can write lower-case letters in the correct direction, starting and  finishing in the right place | | |  |  |  |  |  |  |
| I can see which letters belong to which handwriting ‘families’ | | |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** | | | | | | | | |
| **Criteria** | | | **1** | **2** | **3** | **4** | **5** | **6** |
| I can use these words/punctuation in my writing **mostly** correctly on my own: | Capital letters | |  |  |  |  |  |  |
| Full stops | |  |  |  |  |  |  |
| Singular words | |  |  |  |  |  |  |
| Plural words | |  |  |  |  |  |  |
| Question marks | |  |  |  |  |  |  |
| Exclamation marks | |  |  |  |  |  |  |
| I can use and spell **mostly correctly:** suffixes (eg: -ing, -er) and prefixes (eg: un) to change the meaning of a word | | |  |  |  |  |  |  |
| I can spell common exception words **mostly** correctly | | |  |  |  |  |  |  |
| Notes: | | | | | | | | |



| Speaking and Listening Objectives Year 1 | |
| --- | --- |
| Speaking | Listening |
| 1. To be able to speak about matters of immediate interest | 1. To maintain attention & participate |
| 1. To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail | 1. To listen to others and usually respond appropriately |
| 1. To ask relevant questions | 1. Listen with sustained concentration, building new words in context |
| 1. Retell stories, ordering events, using story language | 1. Listen to and follow instructions accurately |
| 1. Interpret a text by reading aloud with variety pace and emphasis |  |
| 1. Experiment with and build new stores of words to communicate with in different contexts |  |