

Year 1

Working towards the expected standard (Y1)	
The pupil can write simple sentences which can be read by themselves and others	
Tense	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses
Conjunctions	<ul style="list-style-type: none"> Words combined to make simple sentences <p><i>I can see the cat.</i></p>
Level of detail	<ul style="list-style-type: none"> Begin to use and to join words <p><i>The cat is big and fluffy.</i></p>
Cohesive devices	<ul style="list-style-type: none"> Say sentences out loud Some sentences sequenced clearly (by subject) <p><i>I can see the cat. The cat is on the mat. The cat is big.</i></p>
Logical sequence of events	
Punctuation	<ul style="list-style-type: none"> Beginning to use full stops and capital letters when writing a simple sentence Developing consistency when writing name with a capital letter
Spelling	<ul style="list-style-type: none"> Words containing previously taught phonemes (Phase 2/3) are spelt with increasing accuracy. Writing is phonetically plausible and can be read by others Spell some common exception words: <i>I, to, the, no, go, was, we, be, he, my, you, her, they, all, are</i> Begin to use suffixes where no change is needed to the root word (e.g. ing/ ed/ s) Start to write days of the week independently (applying some of the sounds)
Handwriting	<ul style="list-style-type: none"> Leave spaces between words - not always consistent with this Writes with clearly identifiable letters Links sounds and letters Holds a pencil effectively Show preference for a dominant hand
Edit and Evaluate	<ul style="list-style-type: none"> Beginning to check written work makes sense through re-reading with other pupils and the teacher Read work aloud clearly
Proof-read	

Working at the expected standard (Y1)

The pupil can sequence sentences to write short narratives based on fictional and real experiences

Tense	<ul style="list-style-type: none"> • Growing accuracy when writing in the past tense • Mostly accurate use of present tense when writing
Conjunctions	<ul style="list-style-type: none"> • Use and to join clauses <i>I can see the cat and he is on the mat.</i>
Level of detail	<ul style="list-style-type: none"> • Use and to join words • Use some simple description
Cohesive devices	<ul style="list-style-type: none"> • Begin to link ideas or events by subject and/or pronoun <i>I can see the cat and he is on the mat. He is eating his lunch.</i> • Write short narratives ensuring that many sentences are sequenced accurately
Logical sequence of events	
Punctuation	<ul style="list-style-type: none"> • Some use of full stops and capital letters • Begin to use exclamation marks • Begin to use question marks • Use capital letters for names of people and places • Use capital letters for days of the week • Use a capital letter for the personal pronoun I
Spelling	<ul style="list-style-type: none"> • Some words containing previously taught phonemes are spelt with some accuracy • Phonetically plausible attempts are made to spell words that have not yet been learnt • Spell common exception words at WTS standard • Some common exception words are spelt accurately (e.g. Letters and Sounds Phase 4&5) • Apply prefix -un with growing accuracy for both verbs and adverbs • Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs • Spell days of the week accurately
Handwriting	<ul style="list-style-type: none"> • Leave spaces between words • Some lower-case letters are formed accurately, starting and finishing in the correct place • Form digits 0-9 mostly accurately • Understand which letters belong to which handwriting families • Hold a pencil comfortably and correctly • Sit correctly at a table
Edit and Evaluate	<ul style="list-style-type: none"> • Check written work makes sense through re-reading with other pupils and the teacher • Read work aloud clearly
Proof-read	

Working at greater depth (Y1)

The pupil can write short narratives and the purpose of the writing is clear

Tense	<ul style="list-style-type: none"> • Use past and present tense with growing accuracy across a short narrative
Conjunctions	<ul style="list-style-type: none"> • Co-ordination is used effectively and with control to link two pieces of information (and)
Level of detail	<ul style="list-style-type: none"> • Growing control with simple description and detail
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> • Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he) • Accurately control sentences within longer narratives
Punctuation	<ul style="list-style-type: none"> • Greater accuracy in use of full stops, capital letters, exclamation marks and question marks
Spelling	<ul style="list-style-type: none"> • Growing accuracy when spelling words containing taught phonemes (considering appropriate grapheme representation) • Growing accuracy when spelling common exception words previously taught • Mostly accurate use of prefix un- when required • Mostly accurate use of suffixes (e.g. -s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word
Handwriting	<ul style="list-style-type: none"> • Mostly accurate formation of lower case letters, starting and finishing in the correct place
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> • Check written work makes sense through re-reading with other pupils and the teacher • Read work aloud clearly