

Performance of Writing - Expected Standard at end of Year 1



	Aut 1	Aut 2	Spr 1	Spr 1	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Form short narratives/retell short recounts.						
Use relevant words that are about my topic/story.						
Produce texts which are appropriate to reader and purpose.						
Know the purpose and the forms of some simple writing (labels, message, invitation).						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Include familiar storytelling language e.g. Once upon a time, One day, The end.						
Order some events using number/time sequence indicators e.g. Then I had lunch.						
Construct a cohesive piece with logical links/ breaks.						
Repeat key words to show meaning.						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Write in simple phrases and clauses.						
Start sentences with the pronoun, 'I'.						
Start sentences with a name.						
Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge.						
Tense						
Sometimes use the correct tense and maintain it.						
Conjunctions/Complex Sentences						
Use 'and' to join two words together.						
Use 'and' to join two clauses together.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Use onomatopoeic to grab the reader's attention e.g. Splash!						
Use alliteration to make the reading interesting e.g. The dark, deep cave.						
Vocabulary						
Select appropriate and effective vocabulary.						
Use simple speech - like words.						
Use some simple descriptive words (shape, colour, size, emotions).						
Use some 'blue' ambitious vocabulary (see blue Writing Progress Plan).						
Punctuation						
Write with technical accuracy of punctuation.						
Sometimes use capital letters, full stops, question marks and exclamation marks.						
Use capital letters for names and for the personal pronoun 'I'.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Have a 'go' and spell some unknown words phonetically.						
Show evidence of using suffixes __ing, __ed, __est.						
Use the spelling rule for plural adding __s, __es.						
Use prefix un__ e.g. unkind.						
Broadly this will not influence judgement but this is the year 1 benchmark.						
Handwriting and presentation						
Form capital letters.						
Form digits 0-9.						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.						

Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Letter						
Capital Letter						
Word						
Singular						
Plural						
Punctuation						
Full Stop						
Question mark						
Exclamation mark						

Effective Examples Of Writing Ideas



F							
A							
N							
T							
A							
S							
T							
I							
C							

Expected Standard Progression Key :

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
No / Little Evidence	0 - 3
Progressing Towards	4 - 9
On Track	10 - 14
Way Ahead	15 - 21
	22 + = Greater Depth : Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing task.