



## YEAR 1 Writing Assessment Criteria

Working towards the expected standard The pupil can, after discussion with the teacher:	SAMPLES					
	1	2	3	4	5	6
Write sentences by composing a sentence orally before writing it.						
Write from left to right across the page.						
Use finger spaces to separate words.						
Use known GPCs for phonemes to spell new words.						
Spell most Phase 2, 3 and 4 Tricky Words correctly						
<b>Working at the expected standard</b>						
<b>The pupil can, after discussion with the teacher:</b>						
Sequence sentences to form short narratives.						
Join words and clauses using and.						
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.						
Use some of the alternative GPCs for phonemes to spell new words.						
Spell the days of the week correctly.						
Begin to use capital letters for proper nouns and personal pronoun, I.						
Change a singular to a plural noun by adding –s or –es.						
Spell most common exception words correctly (Year 1) and most Phase 5 Tricky Words.						
Begin to use the suffixes –ing, -ed, -er and –est when no change is needed in the spelling of the root word e.g. help → helped/helping/helper and be aware of the effect of prefix un						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place and some capital letters.						
Read their writing aloud, clearly enough to be heard by peers and teachers.						
Discuss what they have written with peers and teachers using some of the grammar terminology for Year 1 (letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark)						
<b>Working at greater depth within the expected standard</b>						
<b>The pupil can, after discussion with the teacher:</b>						
Children who are working at a greater depth will be able to demonstrate the expected standard across a range of text types and contexts and with greater independence.						