

Pupil's name:				
	Upton Infant School	Year One Writing Key Performance Indicators (KPIs) 2025		Evidence
Transcription		1	2	3
B	• write the 40+ graphemes on hearing the corresponding phonemes			
B	• spell words by representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)			
B	• spell a few common exception words (e.g. I, the, he, said, of)			
B	• use spacing between words			
B	• begin to form upper- and lower-case letters in the correct direction			
E	• Consistently form most capital letters of the correct size, orientation and relationship to one another and to lower case letters			
E	• After discussion with the teacher, can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly containing each of the 40+ phonemes already taught to create phonetically plausible sentences e.g. <i>The cat was eeting caik.</i>			
E	• Add prefix and suffix (with no change to the root word) plural -s –es, prefix -un, -ing -ed, -er, est			
E	• Spell days of the week with correct capitalisation.			
E	• Attempt to spell compound words in phonetically plausible ways using the 40+ phonemes already taught e.g. <i>butterfligh.</i>			
E	• Correctly spell most of the Year 1 common exception words as per the National Curriculum			
X	• Correctly spell most words containing the 40+ phonemes already taught and make phonically-plausible attempts at most other words			
X	• form upper- and lower-case letters of the correct size, orientation and relationship to one another and to lower-case letters			
X	• use spacing between words that reflects the size of the letters			
Composition		1	2	3
B	compose sentences orally and say them aloud before attempting to write them			
B	write down a sentences which they have rehearsed			
B	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			
B	read aloud and discuss what they have written with their teacher or other pupils			
E	• Write short texts that achieve a basic purpose e.g. <i>recount an event, tell a made-up story, fact file</i>			
E	• Use formulaic openings and ending e.g. <i>Once upon a time, the end.</i>			
E	• Use 'and' as a conjunction to join two clauses e.g. <i>I went to the park and I played on the swings.</i>			
E	• Placing simple steps in the correct order using relevant vocabulary (first, then, next).			
E	• Write sentences that are sequenced to form a short narrative (real or fictional).			
E	• Use simple adjectives to describe nouns			
E	• Use appropriate features for the text e.g. <i>relevant vocabulary and spelling of key words.</i>			
X	• Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses			
X	• Use present and past tense mostly correctly and consistently			
Grammar and Punctuation		1	2	3
B	• begin to show awareness of the use of capital letters and full stops in their writing			
E	• Sentences are mostly grammatically accurate with two clauses joined with a co-ordinality conjunction (and)			
E	• beginning to demarcate some sentences with capital letters and full stops across a range of writing			
E	• Begin to explore the use of exclamation marks, question marks and capital letters for proper nouns.			
X	• Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required			
Editing		1	2	3
E	• Re-read what they have written to check it makes sense.			
E	• Make some simple corrections in their writing, including: punctuation, spelling, letter formation in line with NC expectations.			