

Year 1 Expectations - Writing

Emerging (85% should be here in November)	Met- (85% should be here in February)	Met (expected for end of Year 1) (85% should be here in June)	Met +	Deep
<p>Composition:</p> <ul style="list-style-type: none"> Starting to say what they want to write Support given to compose a sentence orally Shows awareness of sequence through pictures and orally. Writes simple words and captions <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Writes own name correctly Writing is a sequence of letters, starting to form words with some spaces. Beginning to write days of the week <p>Transcription:</p> <ul style="list-style-type: none"> Attempt to spell words phonetically. Can attempt to spell common exception words in appendix 1, Year 1.(the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) Beginning to name the letters of the alphabet <p>Handwriting</p> <ul style="list-style-type: none"> Some writing still needs to be mediated to be understood. Beginning to hold a pencil correctly and comfortably. Some letters formed correctly, starting and finishing in the right place. Starting to form digits 0-9 	<p>Composition:</p> <ul style="list-style-type: none"> Most of the time can say out loud what they are going to write about Most of the time can compose a sentence orally before writing it Most of the time can sequence sentences to form short narratives Beginning to re-read what they have written to check it makes sense. Beginning to read aloud their writing clear enough to be heard by their peers and teacher <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Most of the time writes sentences with spaces between words. Beginning to use joining words and joins clauses using 'and'. An awareness of beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks. An awareness of using a capital letter for names of people, places, days of the week, and personal pronoun I. <p>Transcription:</p> <ul style="list-style-type: none"> Most words spelt correctly containing each of the 40+ phonemes in English Attempt to spell unfamiliar words using a phonemic strategy Beginning to spell common exception words in appendix 1, Year 1.(the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) Beginning to name the letters of the alphabet Beginning to name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound Beginning to use s and es to make plurals Beginning to use the prefix un 	<p>Composition:</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check it makes sense. Read aloud their writing clear enough to be heard by their peers and teacher <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Writes sentences with spaces between words. Uses joining words and joins clauses using 'and'. Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks. Uses a capital letter for names of people, places, days of the week, and personal pronoun I. <p>Transcription:</p> <ul style="list-style-type: none"> Spell words containing each of the 44+ phonemes in English Attempt to spell unfamiliar words using a phonemic strategy Spell common exception words in appendix 1, Year 1.(the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) Name the letters of the alphabet Naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings 	<p>Composition:</p> <ul style="list-style-type: none"> Say out loud what they are going to write about Uses oral composition to recognise where the sentence begins and ends. Writes down some ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books. Re-read what they have written to check it makes sense and start to edit and make simple changes to their writing where suggested. Begin to be more aware of an audience when reading aloud their writing. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Some grammatically accurate sentences, sequenced to form short narratives. Accurate use of capital letters for proper nouns and for the personal pronoun 'I' Some noun phrases for description Some co-ordination using and/but to join clauses Some use of capital letters, full stops, question marks or exclamation marks to demarcate some sentences with different functions. <p>Transcription:</p> <ul style="list-style-type: none"> Some words containing previously taught phonemes are spelt accurately. Year 1 and some of Year 2 common exception words are spelt accurately. Accurate use of suffixes when adding -ing, -ed, where no change is needed in the spelling of the root. Accurate use of suffixes when adding -s or -es as the plural marker for nouns and the third person singular 	<p>Composition</p> <ul style="list-style-type: none"> Writing is beginning to demonstrate an understanding of features of different text types, with some choices being made accordingly. Form is increasingly maintained across writing. Some playing with punctuation and grammar beyond their PoS is evident, magpied from their wider reading but not yet taught. Writing is checked to ensure it makes sense. Ideas are sustained across short narratives. Competent use co-ordination is evident in independent writing. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions. Spelling rules are beginning to be applied in their own writing with increasingly accuracy. <p>Transcription: Handwriting</p> <ul style="list-style-type: none"> Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is appropriate.

	<ul style="list-style-type: none"> Beginning to use suffixes –ing, –ed, -er and –est where no change is needed to the root word. Most of the time can write simple sentences from memory dictated by the teacher using words using the GPCs and common exception words taught in Year 1. <p>Handwriting</p> <ul style="list-style-type: none"> No mediation normally needed to read their writing Sit correctly at the table, hold a pencil correctly. Beginning to form letters in right direction, starting and finishing in the right place. Beginning to form capital letters, digits 0-9 	<p>of the same sound</p> <ul style="list-style-type: none"> Can use s and es to make plurals Uses the prefix un Uses suffixes –ing, –ed, -er and –est where no change is needed to the root word. Write simple sentences from memory dictated by the teacher using words using the GPCs and common exception words taught in Year 1. <p>Handwriting</p> <ul style="list-style-type: none"> No mediation needed to read their writing Sit correctly at the table, hold a pencil correctly. Beginning to form letters in right direction, starting and finishing in the right place. Form capital letters, digits 0-9 Understand letter families. 	<p>marker for verbs).</p> <p>Transcription: handwriting</p> <ul style="list-style-type: none"> Most lower case letters are accurately formed, starting and finishing in the correct place. Hold a pencil comfortably and correctly. Form capital letters, digits 0-9 Understand letter families. 	

--	--	--	--	--