

Standard 1 (Year 1)

| Working at the expected standard | | Notes |
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| <ul style="list-style-type: none"> talks about what she is going to write | | |
| <ul style="list-style-type: none"> orally structures her sentences, sometimes recording her plans | | |
| <ul style="list-style-type: none"> expresses thoughts and ideas coherently in her writing, demonstrating increasing structure and sequence | | |
| <ul style="list-style-type: none"> uses a wider range of vocabulary through the key stage | | |
| <ul style="list-style-type: none"> makes improvements to her writing based on agreed criteria | | |
| <ul style="list-style-type: none"> attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences, and creates simple poems | | <i>e.g. I went to the park. The castle is haunted.</i> |
| <ul style="list-style-type: none"> draws new vocabulary from listening to, and talking about, whole books | | |
| <ul style="list-style-type: none"> use adjectives for description | | <i>e.g. the old house; the blue butterfly.</i> |
| <ul style="list-style-type: none"> writing demonstrates some use of capital letters and/or full stops to demarcate sentence boundaries | | |
| <ul style="list-style-type: none"> uses capital letters for some proper nouns and for the personal pronoun 'I' | | <i>e.g. Wednesday, London, I'm</i> |
| <ul style="list-style-type: none"> uses some sentences with different forms in their writing: | <ul style="list-style-type: none"> statements questions | |
| <ul style="list-style-type: none"> uses <i>and</i> to join words and clauses | | <i>e.g. The children played on the swings and slid down the slide. Some children may use <i>and</i>, <i>but</i> and <i>or</i> towards end of Year 1</i> |
| <ul style="list-style-type: none"> spells most words containing previously taught phonemes accurately and common exception words. | | |
| <ul style="list-style-type: none"> accurately applies some of the spelling rules and guidance for Year 1, including the prefix un- and suffixes -ing;-ed;-er and -est | | <i>e.g. running, jumped, bigger and biggest (see NC 2016)</i> |
| <ul style="list-style-type: none"> accurately forms and orientates most lower case letters, capital letters and digits, maintaining some consistency of size throughout her work | | |
| <ul style="list-style-type: none"> mostly leaves spaces between words | | |

Working at greater depth within the expected standard

- applying structures and techniques from a wide range of reading to enhance their own writing
- demonstrating greater control, stamina and fluency
- finding their writer's voice

