

Working towards the Y1 expected standard... (b/b+)			Evidence over 6 pieces of writing.					
	Evidence:	Date:  Text type:						
<b>Spelling</b>	Write their name *							
	Use phonic knowledge to write words in ways which match their spoken sounds							
	Begin to spell some of the first 100 high frequency words							
	Write some common irregular words							
	Name the letters of the alphabet in order *							
	Apply 50% of the year 1 spelling rules							
<b>HW</b>	Hold a pencil comfortably and correctly *							
	Beginning to form lower case letters in the correct direction, starting and finishing in the right place							
	Form capital letters							
	Form digits 0-9							
<b>Punctuation</b>	Begin to punctuate sentences using:	Capital letters						
		Full stops						
<b>Composition and Grammar</b>	Saying out loud what they are going to write about.							
	Compose a sentence orally before writing it.							
	Leave spaces between words							
	Combine words to make sentences							
	Write simple sentences that can be read by themselves and others.							
<b>Edit</b>	With support from an adult, begin to check that full stops and capital letters have been used correctly							

Working at the Y1 expected standard... (w/w+s)			Evidence over 6 pieces of writing.					
	Evidence:	Date:	Text type:					
<b>Spelling</b>	Spell some common exception words							
	Spell the days of the week							
	Spell words containing each of the 40+ phonemes already taught.							
	Use letter names to distinguish between alternative spellings of the same sound*							
	Apply the spelling rules from the Year 1 Spelling curriculum							
	Write from memory simple sentences dictated by the teacher that include GPCs and CEW taught so far *							
<b>H/W</b>	Understand which letters belong to which handwriting families.							
	Start using some diagonal and horizontal strokes to join letters.							
	Form lower case letters in the correct direction, starting and finishing letters in the right place							
<b>Punctuation</b>	Use a capital letter for:	Names of people						
		Places						
		Days of the week						
		Personal pronoun I						
	Beginning to punctuate with: (with increasing accuracy)	Full stops						
		Question marks						
<b>Composition and Grammar</b>	Write sentences that are:	Composed orally before writing *						
		Sequenced to form short narratives						
	Join words and clauses using "and".							
	Prefixes and suffixes	Singular verbs –s or –es (jumps/reaches)						
		Plural noun suffixes –s or -es						
		Suffix – ing, ed						
		Suffix – er, est						
		Prefix -un						
	Re-read what they have written to check it makes sense *							
	Discuss what they have written with teachers and other pupils *							
	Read aloud their writing clearly enough to be heard by their peers and the teacher *							
	Make simple additions, revisions and corrections							

Working beyond the Y1 expected standard... (s+)			Evidence over 6 pieces of writing					
	Evidence:	Date:  Text type:						
<b>Spelling</b>	Spelling is generally accurate and does not impede pace of writing, some errors in more ambitious vocabulary choices.							
	Spell accurately, applying knowledge and a range of self-checking methods.							
	Independently apply the spelling rules from the Year 1 Spelling curriculum							
<b>H/W</b>	Write in consistent joined, legible style, including in longer, more sustained writing.							
<b>Punctuation</b>	Use taught punctuation accurately throughout longer, more sustained pieces of writing	Capital letters						
		Full stops						
		Question marks						
		Exclamation marks						
	Use punctuation to show a simple viewpoint (e.g. exclamation marks to show excitement or anger)							
	Carefully select punctuation to create a range of sentence types (questions, statements, commands)							
	Apply punctuation to writing in other subjects*							
	Show viewpoint in writing.							
	Begin to group ideas together with some evidence of paragraphing							
	Make considered language choices (for example when describing characters and settings).							
	Using co-ordination (or/but/and)							
	Using some subordination (when, because, if)							
<b>Edit</b>	Evaluate and improve the organisation and structure of a text.							
	Evaluate and improve the effectiveness of language choices							

\*To be assessed during lesson

Highlighted statutory requirements