

## Year 1 Expectation - Writing

### Spelling, Punctuation and Grammar

- Begins to make phonic attempts at words so that writing can be read by an adult.
- Writes simple regular high frequency words, some spelt correctly.
- Can say what writing says and means.
- Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.
- Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).
- Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).
- Can use logical phonic strategies when trying to spell unknown words in more than three sentences.
- Can use phonetically plausible strategies to spell polysyllabic words
- Can use -s and -es to show plurals
- Can use -ing, -ed, -er and -est as suffixes
- Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)
- Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.
- Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.
- Can write sentences punctuated with capital letters and full stops.
- Can use fronted adverbials of time ('when').
- Can use fronted adverbials of time ('when') and place ('where').
- Can use but, and, because to join/extend sentences.
- Can use adjectives and verbs to make writing more interesting.
- Can use capital letters for people, places and days of the week.

### Transcription, Composition and Vocabulary

- Can write own first name with appropriate upper and lower case letters (may not be accurate).
- Can form most letters clearly, although size and shape may be irregular.
- Always leaves spaces between words.
- Can show some control over letter size, shape and orientation in writing.
- Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).
- Can use appropriate vocabulary, (should be coherent and sensible) in more than three sentences.
- Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).
- Can produce own ideas for writing.
- Can write sentences that have been orally rehearsed.
- Can sequence at least six sentences to form a short narrative.
- Can show some control over word order producing logical statements.
- Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).
- Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).

- Can write for a range of purposes (stories, instructions, recounts, non-chronological reports, poetry).
- Can sustain narrative and non-narrative forms (writing at length close to an A4 page).
- Can re-read, edit and improve my sentences.
- Can begin to write under headings and subheadings.