

| End of Year 1 Writing Expectations | | | | | |
|---------------------------------------|---|---|---|--|--|
| | Working Towards the Expected Standard (Meeting the following aims with support) | Working at the Expected Standard (Pupils are beginning to independently apply their knowledge) | Working within the Expected Standard at a more able standard (Pupils are confidently and independently able to apply their knowledge) | | |
| Composition | | | | | |
| | To use their own simple story ideas or retell a familiar story using short simplistic sentences | | To write sentences in order to create short narratives and non-fiction texts | | To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose |
| | To reread their writing aloud to check that it makes sense | | To use some features of different text types) although they may not be consistent) | | To use a number of features of different text types and make appropriate topic/subject matter vocabulary choices |
| | To use adjectives that have been modelled | | To reread their writing to check that it makes sense and make suggested changes | | To reread their writing to check that it makes sense and independently make changes |
| | | | To use adjectives to describe | | To use adjectives to describe (sometime choosing ambitious words that are beyond this year group) |
| Punctuation & Grammar | | | | | |
| | To use simple sentence structures (which might often be repetitive) | | To use simple sentence structures | | To use simple and compound sentence structures |
| | | | To use the joining word (conjunction) 'and' to link ideas and sentences | | To use joining word (conjunction) 'and' to link ideas and sentences |
| Children should have an awareness of: | Capital letters for names, places, days of the week and the personal pronoun 'I' | | Capital letters for names, places, days of the week and the personal pronoun 'I' | | Capital letters for names, places, days of the week and the personal pronoun 'I' |
| | To use finger spaces | | To use finger spaces | | To use finger spaces |
| | To use full stops to end sentences | | To use full stops to end sentences | | To use full stops to end sentences |
| | | | To use question marks | | To use question marks |
| | | | To use exclamation marks | | To use exclamation marks |
| Transcription | | | | | |
| | To spell some words containing previously taught phonemes and GPCs accurately | | To spell most words containing previously taught phonemes and GPCs accurately | | To spell most words containing previously taught phonemes and GPCs accurately |

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| | To spell some Y1 common exception words accurately | | To spell most Y1 common exception words and days of the week accurately | | To spell most Y1 common exception words and days of the week accurately | |
| | To write lower case letters in the correct direction, starting and finishing in the right place. | | To use -s and -es to form regular plurals correctly | | To use -s and -es to form regular plurals correctly | |
| | | | To use prefix 'un' | | To use prefix 'un' | |
| | | | To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word) | | To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word) | |
| | | | To write lower case and capital letter in the correct direction, starting and finishing in the right place | | To spell simple compound words | |
| | | | | | To write lower case and capital letter in the correct direction, starting and finishing in the right place with a good level of consistency | |