

Y1 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write short narratives based on fictional and real experiences Discuss written work with teachers and other pupils: use appropriate terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark)	Working at greater depth within the expected standard: • Purpose of the writing is clear • Growing control with simple description and detail • Use past and present with growing accuracy across a short narrative • Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he) • Co-ordination is used effectively and with control to link two pieces of information (and) • Greater accuracy in use of full stops, capital letters, exclamation marks and question marks • Mostly accurate formation of lower-case letters, starting and finishing in the correct place • Mostly accurate use of the prefix un- when required • Mostly accurate use of suffixes (e.g. -s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word • Growing accuracy when spelling words using taught phonemes (considering appropriate grapheme representation) • Growing accuracy when spelling common exception words previously taught (refer to spelling appendix of the national curriculum)	
	Plan simple sentences by saying out loud what the writing will be about Orally compose a sentence before writing it and recognise sentence boundaries Write down some key words or ideas, including some new vocabulary drawn from listening to books Write short narratives ensuring that many sentences are sequenced accurately Begin to link ideas or events by subject and/or pronoun (e.g. My dog is big. He has a long tail. I cut the bread. I put it in a bag.) Check written work makes sense through re-reading with other pupils and the teacher Read work aloud clearly	Combine words to make sentences Use and to join words (e.g. a spoon and a cup) Use and to join clauses (e.g. Jacob has fair hair and Archie has dark hair.) Use some simple description (e.g. blue boots) Use capital letters for names of people and places Use capital letters for days of the week Use a capital letter for the personal pronoun I Use punctuation in some sentences: • Some full stops and capital letters • Begin to use question marks (Where did you come from?) • Begin to use exclamation marks (Hold on tight!) Mostly accurate use of present tense when writing (The boy is happy and he likes to play with his toy car) Growing accuracy when writing in the past tense (The boy went to the park and he played with his toy car)	Write from memory simple dictated sentences (including words using GPCs and common exception words taught so far) Make phonically-plausible attempts to spell words that have not yet been learnt Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Days of the week are spelt accurately Many suffixes applied with accuracy: • Add -s and -es for nouns and verbs (cats, foxes, runs, catches) • Add -ing, -ed, -er, -est where no change is needed to the root word Apply prefix un- with growing accuracy for both verbs and adjectives (e.g. untie, unhappy) Leave spaces between words Some lower-case letters are accurately formed, starting and finishing in the correct place. Many capital letters are accurately formed Understand which letters belong to which handwriting families Digits 0-9 are mostly accurately formed Hold a pencil comfortably and correctly Sit correctly at a table