

Name	1	2	3
<b>Working towards the expected standard in Y1</b>			
<b>The pupil can, after discussion with the teacher:</b>			
write sentences which can be read by themselves and others (without punctuation)			
use capital letters for their name and the personal pronoun /			
use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible			
spell some Year 1 common exception words			
spell some suffixes from the year 1 spelling patterns [see National Curriculum ]			
form many letters with the correct starting and finishing point – size may vary			
begin to space words accurately			
<b>Working at the expected standard in Y1</b>			
<b>The pupil can, after discussion with the teacher:</b>			
write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)			
use the joining word <i>and</i>			
use simple past and present verbs mostly accurately			
use capital letters and full stops to demarcate some sentences accurately			
use capital letters for proper nouns			
use question marks to demarcate some sentences			
use exclamation marks to demarcate some sentences			
begin to use adjectives that begin with the prefix <i>un-</i> , spelling many correctly			
use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible			
add the suffixes <i>-ing, -ed, -er</i> to spell many words correctly			
spell most Year 1 common exception words taught			
form many lower case and capital letters accurately			
write with many letters accurate in shape and size, including capital letters and digits			
use spacing between words			
re-read writing to check that it makes sense			
read aloud their writing to each other and the teacher			
<b>Working at greater depth in Y1</b>			
<b>The pupil can, after discussion with the teacher:</b>			
always think of the reader as they write, making precise word choices			
always know when to use the joining word <i>and</i> in a sentence, using it appropriately and sparingly			
consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly			
consistently use their Phase 2, Phase 3 , Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly			

improve writing after discussion with the teacher

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