

Year 1 Writing Checklist: Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:
<p>To use their own simple story ideas or retell a familiar story using short, simplistic sentences. E.g. The dog ran after the gingerbread man.</p>
<p>To reread their writing aloud to check that it makes sense.</p>
<p>To use adjectives that have been modelled. E.g. The dog is big and brown.</p>
<p>To use simple sentence structures (which may often be repetitive). E.g. <i>I went to the shop. I got some sweets. I went home.</i></p>
<p>Has an awareness of:</p> <ul style="list-style-type: none"> • capital letters for names, places, the days of the week and the personal pronoun 'I'. • finger spaces. • full stops to end sentences.
<p>To spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.</p>
<p>To spell some Y1 common exception words accurately (from English Appendix 1).</p>
<p>To write lower case letters in the correct direction, starting and finishing in the right place.</p>

Year 1 Writing Checklist: Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:
To write sentences in order to create short narratives and non-fiction texts. Narratives telling a story, e.g. an adventure story or a traditional tale Non-fiction a retelling of events, e.g. a recount of a class trip or instructions on how to bake a cake
To use some features of different text types (although these may not be consistent). E.g. using numbers to show order in an instructions text.
To reread their writing to check that it makes sense and make suggested changes.
To use adjectives to describe. E.g. The red car went down the street.
To use simple sentence structures. E.g. <i>I went to the shop. I got some sweets. I ate three of them.</i>
To use the joining word (conjunction) 'and' to link ideas and sentences.
Has an awareness of: <ul style="list-style-type: none">• capital letters for names, places, the days of the week and the personal pronoun 'I'.• finger spaces.• full stops to end sentences.• question marks.• exclamation marks. E.g. What a lovely day it is!
To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.
To use the prefix 'un'.
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 letters in the correct direction, starting and finishing in the right place.
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

Year 1 Writing Checklist: Working at Greater Depth within the Expected standard:

<p>Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:</p>
<p>To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p>
<p>To use a number of features of different text types and make appropriate topic /subject matter vocabulary choices. E.g. Using an appropriate story opener for a traditional tale ... 'Once upon a time...'</p>
<p>To reread their writing to check that it makes sense and independently make changes.</p>
<p>To use adjectives to describe (sometimes ambitious beyond the year group). E.g. The gruesome troll was underneath the rickety bridge.</p>
<p>To use simple and compound sentence structures. <i>I went to the shop and I bought some sweets. I ate three of them.</i> <i>I went outside but it was raining.</i></p>
<p>To use the joining word (conjunction) 'and' to link ideas and sentences. E.g. It was hot outside and I needed to have a drink.</p>
<p>Are able to regularly use:</p> <ul style="list-style-type: none">• capital letters for names, places, the days of the week and the personal pronoun 'I'.• finger spaces.• full stops to end sentences. E.g. I went to school. Miss Taylor did the register.• question marks.• exclamation marks. E.g. What a lovely boy he is!
<p>To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.</p>
<p>To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).</p>
<p>To use -s and -es to form regular plurals correctly.</p>
<p>To use the prefix 'un'.</p>
<p>To add the suffixes -ing, -ed, -er and -est to root words.</p>
<p>To spell simple compound words.</p>
<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>