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| **WORKING AT END OF YEAR 1 EXPECTATIONS** | | |  |  |  |  |  |  |
| **COMPOSITION** | | | | | | | | |
| **Show some control over word/events through composing sentences orally before writing** | | |  |  |  |  |  |  |
| **Children can write a simple sentence** | | |  |  |  |  |  |  |
| **Children can write sentences in sequence to form short narratives** | | |  |  |  |  |  |  |
| Attempt simple, familiar forms ( e.g. recounts, simple stories ) | | |  |  |  |  |  |  |
| **TRANSCRIPTION** | | | | | | | | |
| **Spell some of the Year 1 common exception words** | | |  |  |  |  |  |  |
| the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | | |  |  |  |  |  |  |
| Spell days of the week | | |  |  |  |  |  |  |
| Add –s or –es to words e.g. girls, matches, dogs, , jumps, catches | | |  |  |  |  |  |  |
| Use the prefix un- e.g. unhappy, ungrateful, | | |  |  |  |  |  |  |
| Spell some common regular noun and verb suffixes: -ing, -er, -ed, -est when there is no change to spelling of root word | | |  |  |  |  |  |  |
| Spell some simple compound words e.g. bedroom, football | | |  |  |  |  |  |  |
| **HANDWRITING** | | | | | | | | |
|  | **Capital letters should be correct size and orientation and clearly distinguishable from lower case letters.** |  |  |  |  |  |  |  |
| **Use consistent spacing between words** | | |  |  |  |  |  |  |
| **Lower case letters generally formed and orientated correctly.** | | |  |  |  |  |  |  |
| **Accurately form digits 0-9** | | |  |  |  |  |  |  |
| **VOCABULARY AND GRAMMAR** | | | | | | | | |
| Children can use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets) | | |  |  |  |  |  |  |
| **Demarcate most sentences with capital letters and full stops mostly accurately** | | |  |  |  |  |  |  |
| Use extended simple sentences (e.g. including adverbs and adjectives e.g. ran quickly, bad wolf, big dog) to add interest | | |  |  |  |  |  |  |
| Begin to punctuate a sentence with question mark and exclamation marks | | |  |  |  |  |  |  |
| Use capital letters for some proper nouns (e.g. people, places, days of they week, personal pronoun ‘I’) | | |  |  |  |  |  |  |
| **GREATER DEPTH** | | | | | | | | |
| **COMPOSITION** | | | | | | | | |
| Begin to understand different sentence types e.g. statement, question, exclamation and command. | | |  |  |  |  |  |  |
| Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story) | | |  |  |  |  |  |  |
| Ideas show some development within sections of writing | | |  |  |  |  |  |  |
| **VOCABULARY AND GRAMMAR** | | | | | | | | |
| Use more simple conjunctions (e.g. but, so to) connect clauses | | |  |  |  |  |  |  |
| Use extended simple sentences (e.g. including adverbs and adjectives) to add interest | | |  |  |  |  |  |  |
| More consistent use of capital letters, full stops, question mark and exclamation marks | | |  |  |  |  |  |  |
| **SPELLING AND HANDWRITING** | | | | | | | | |
| **Able to spell most of the Y1 common exception words accurately** | | |  |  |  |  |  |  |
| Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/a-e) | | |  |  |  |  |  |  |
| **Forming lower case letters in the correct direction starting and finishing in the correct place** | | |  |  |  |  |  |  |