

★ YEAR ONE		*CYCLE:	1	1	2	2	3	3	
Working towards	The pupil can, after discussion with the teacher:								
	Physical Development - Holds pencil between thumb and two fingers, no longer using whole hand grasp								
	use capital letters for their name and the personal pronoun /								
	form a sentence about a real event by themselves and others								
	orally rehearse a sentence before writing it down								
	segment spoken words into phonemes and represent these by graphemes, making phonically- plausible attempts some of the time								
	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 common Y1 exception words								
	spell some suffixes from the year 1 spelling patterns [see National Curriculum]								
	start to use full stops and capital letters to demarcate sentences								
	form recognisable lower-case letters with the correct starting and finishing point – size may vary								
use spacing between words some of the time									
Working at	The pupil can, after discussion with the teacher:								
	write sentences that are sequenced to form a short narrative including personal experiences and those of others (real or fictional) (real or fictional)								
	write about real events								
	use adjectives in simple noun phrases								
	use capital letters for proper nouns								
	demarcate some sentences with capital letters and full stops								
	use question marks to demarcate some sentences								
	use exclamation marks to demarcate some sentences								
	use simple past and present verbs mostly accurately								
	use the joining word <i>and</i>								
	begin to use adjectives and verbs 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 -est</i> to spell many words correctly								
	add the regular plural noun suffixes <i>-s</i> or <i>-es</i>								
	spell most Y1 common exception words								
	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									
Working at greater depth	The pupil can, after discussion with the teacher:								
	start to use more ambitious vocabulary to describe								
	always think of the reader as they write, making precise word choices								
	demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required								
	use present and past tense mostly correctly and consistently								
	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								
	spell most common exception words								
	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
	use spacing between words that reflects the size of the letters								
improve writing after discussion with the teacher									

*Schl internal writing moderation wk 8 each cycle, Trust moderation wk9 each cycle. Each assessment cycle is 13wks.