

## Year One Writing

		Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Transcription	Spelling	<ol style="list-style-type: none"> <li>1. I can spell words using each of the phonemes I have been taught from phase 3 Letters and Sounds.</li> <li>2. I can spell 40 of the reception words.</li> <li>3. I can spell 30 of the year one/two words</li> <li>4. I can recognise and explain what a compound word is. (e.g. playground).</li> <li>5. I have begun to understand the words 'singular' and 'plural' and can use 's' and 'es' to make plural nouns. (e.g. cats, catches).</li> <li>6. I can name some letters of the alphabet and can put some in order.</li> </ol>	<ol style="list-style-type: none"> <li>23. I can spell words using each of the 40+phonemes I have been taught from phase 4 Letters and Sounds.</li> <li>24. I can spell 45 of the year one/two high frequency words.</li> <li>25. I can spell a set of simple compound words.</li> <li>26. I can add the suffixes -ing and -ed to words to make words past and present tense.</li> <li>27. I can name most of the letters of the alphabet.</li> </ol>	<ol style="list-style-type: none"> <li>44. I can spell words using each of the 40+ phonemes, including consonant and vowel digraphs from phase 5 Letters and Sounds.</li> <li>45. I can spell 75 of the year one/two high frequency words.</li> <li>46. I can spell a range of compound words.</li> <li>47. I can spell words using the prefix un- and suffixes -est, -er .</li> <li>48. I can name all the letters of the alphabet in order</li> <li>49. I can write sentences dictated to me by the teacher.</li> </ol>	I have all of the expected strands and I am embedding these skills in all subjects.
	Handwriting	<ol style="list-style-type: none"> <li>7. I can form some letters correctly, including lower case, capital letters and digits.</li> <li>8. I can correctly form a capital letter for my own name and for the personal pronoun 'I'</li> <li>9. I have begun to leave spaces between words.</li> <li>10. Some of my letters sit on the line.</li> </ol>	<ol style="list-style-type: none"> <li>28. My letters are correctly formed, including lower case, capital letters and digit although they may vary in size.</li> <li>29. I form capital letters correctly for some names, places and the days of the week.</li> <li>30. I leave spaces between words (not consistent).</li> <li>31. Most of my letters sit on the line correctly.</li> </ol>	<ol style="list-style-type: none"> <li>50. My letters are correctly formed, including lower case, capital letters and digits.</li> <li>51. My capital letters are formed correctly and a suitable size in relation to the lower case letters.</li> <li>52. My spaces between words are an appropriate size.</li> <li>53. My letters are joined up and sit on the line.</li> </ol>	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
<b>Composition</b>	Structure and Purpose	<p>11. I attempt to write to the task.</p> <p>12. I write simple phrases and sentences to form stories based on real or fictional experiences.</p> <p>13. With support I can say what I want to write showing an understanding of a sentence.</p> <p>14. I can orally compose and write simple poems, usually with my friends.</p> <p><u>EVALUATING</u></p> <p>15. With support I can re-read my writing to check it makes sense.</p> <p>16. I can discuss my writing with others.</p>	<p>32. I sometimes write appropriately to the task.</p> <p>33. I sequence simple sentences to form short stories based on real or fictional experiences.</p> <p>34. I can say what I want to write showing I understand how a sentence starts and ends.</p> <p>35. I can orally compose and write simple poems.</p> <p><u>EVALUATING</u></p> <p>36. I re-read my work to check it makes sense.</p> <p>37. I can discuss my writing with others and identify how it can be improved.</p>	<p><b>54. I write appropriately to task.</b></p> <p><b>55. I write sequences of sentences accurately to form short stories based on real or fictional experiences.</b></p> <p><b>56. I say out loud what I want to write and can say where my sentence begins and ends.</b></p> <p><b>57. I can verbally compose and write a variety of simple poems.</b></p> <p><u>EVALUATING</u></p> <p><b>58. I independently reread my work to check it makes senses, correcting where necessary.</b></p> <p><b>59. I can discuss my writing with others and use this to make simple changes.</b></p>	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>
	Vocabulary, grammar and punctuation	<p>17. I write phrases and simple sentences which can be understood.</p> <p>18. I sometime use 'and' to join ideas in a sentence.</p> <p>19. I sometimes use a capital letter and full stop in the correct place.</p> <p>20. I can talk about when to use a question marks and exclamation marks.</p> <p>21. I use a capital letter for my name and I</p> <p>22. With prompting, I verbally use adjectives to describe something.</p>	<p>38. I write sentences which can be clearly understood.</p> <p>39. I often use 'and' to join words and ideas.</p> <p>40. I often use a capital letter and full stop in the right place.</p> <p>41. I sometimes use exclamation marks and questions marks in the right place.</p> <p>42. I sometimes use a capital letter for I, the names of people, places and the days of the week.</p> <p>43. I sometimes use adjectives in my writing (colour, shape, size, emotion)</p>	<p><b>60. I write sentences which are grammatically correct.</b></p> <p><b>61. I experiment with a range of connectives (but, so, because).</b></p> <p><b>62. I can use a full stop and capital letter correctly.</b></p> <p><b>63. I can use an exclamation mark and question mark correctly.</b></p> <p><b>64. I use a capital letter for I, the names of people, places and the days of the week.</b></p> <p><b>65. I often use adjectives for description of a noun.</b></p>	

**Genres covered:**