

| Year 1 Writing | Transcription                                                                                                                                                                             |                                                                                                                                              | Composition                                                                                                        |                                                                                                                                               |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                | Spelling                                                                                                                                                                                  | Handwriting                                                                                                                                  | Composition: structure and purpose                                                                                 | Vocabulary, grammar and punctuation                                                                                                           |
| Emerging       | Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.                                                                            | Some letters are correctly formed and orientated, including lower case, capital letters and digits.                                          | Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.      | Write phrases, simple sentences or sentence-like structures, which can be partly understood.                                                  |
|                | Spell words containing each of the phonemes taught so far.                                                                                                                                | Capital letters formed correctly for own name and the personal pronoun 'I'.                                                                  |                                                                                                                    | Often use 'and' to join words and clauses.                                                                                                    |
|                | Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, –ed, –er and –est where no change is made to the root word.                                             | Some spaces are left between words, although inconsistently.                                                                                 | Attempt to write to the task.                                                                                      | Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.                                       |
|                | Spell some common exception words in the YR 1 spelling appendix.                                                                                                                          |                                                                                                                                              | Write simple phrases and sentences to form narratives based on real or fictional experiences.                      |                                                                                                                                               |
|                | Recognise and understand what a compound word is.                                                                                                                                         | Most letters sit on the line, sometimes with guidance.                                                                                       | Orally compose and write simple poems, usually as a group.                                                         | Use a capital letter for their name and for the personal pronoun 'I'.                                                                         |
|                | Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.                                                                                            |                                                                                                                                              | With support, re-read writing to check it makes sense.                                                             | With prompting, include adjectives to describe something.                                                                                     |
|                | Name most letters of the alphabet; know some letter sequences in alphabetical order.                                                                                                      |                                                                                                                                              | Discuss own writing with others; make simple changes where suggested.                                              | Begin to use some features of Standard English, with prompting.                                                                               |
| Expected       | Write from memory, simple dictated sentences containing the GPCs and words taught so far.                                                                                                 | Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. | Compose sentences orally before writing; talk about where the sentence begins and ends.                            | Write sentences or sentence-like structures which can be clearly understood.                                                                  |
|                | Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.                                                                                              |                                                                                                                                              |                                                                                                                    |                                                                                                                                               |
|                | Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, –ed, –er and –est where no change is made to the root word.                                                     | Capital letters formed correctly for some names of people, places and the days of the week.                                                  | Attempt to write appropriately to the task.                                                                        | Often use 'and' to join words and clauses.                                                                                                    |
|                | Spell most common exception words in the YR 1 spelling appendix.                                                                                                                          |                                                                                                                                              | Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. | Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. |
|                | Recognise and spell a set of simple compound words.                                                                                                                                       | Some spaces are left between words, although inconsistent.                                                                                   | Compose orally and write simple poems.                                                                             | Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.                        |
|                | Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.                                                                        | Most letters sit on the line correctly.                                                                                                      | Re-read writing to check it makes sense                                                                            | Sometimes include adjectives for description.                                                                                                 |
|                | Name the letters of the alphabet in order.                                                                                                                                                |                                                                                                                                              | Discuss own writing with others; make simple changes where suggested.                                              | Begin to use some features of Standard English e.g. I did.                                                                                    |
| Exceeding      | Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.                                                                                     | Most letters are correctly formed and orientated, including lower case, capital letters and digits.                                          | Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.       | Write sentences which are usually grammatically accurate.                                                                                     |
|                | Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.                                                                        |                                                                                                                                              | Write appropriately to the task.                                                                                   | Experiment with a range of joining words.                                                                                                     |
|                | Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, –ed, –er and –est where no change is made to the root word; know how the affix affects the meaning of the word. | Capital letters formed correctly and appropriately, relative to lower case letters.                                                          | Write sequences of accurate sentences to form narratives based on real or fictional experiences.                   | Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.  |
|                | Spell at least all the common exception words in the YR 1 spelling appendix.                                                                                                              | Spaces between words are appropriate in size.                                                                                                | Orally compose and write a variety of simple poems, sometimes independently.                                       | Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.                                  |
|                | Recognise and spell a wide range of simple compound words.                                                                                                                                | Letters sit on the line correctly.                                                                                                           | Re-read writing independently, to check it makes sense.                                                            | Often include adjectives for description.                                                                                                     |
|                | Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.                                        | According to the school handwriting policy, some letters may be joined.                                                                      | Discuss own writing with others; make appropriate revisions.                                                       | Use some features of Standard English e.g. I did, we were.                                                                                    |
|                | Name the letters of the alphabet in order, quickly and confidently.                                                                                                                       |                                                                                                                                              |                                                                                                                    |                                                                                                                                               |