

Writing Standards File

Year 1 Writing

KPIs	Performance Standard
<p>Words combined into phrases and simple sentences</p> <p>Ideas predominantly joined using and</p> <p>Some awareness of where to place capital letters and full stops</p> <p>Beginning to organise ideas into an appropriate order of sentences</p> <p>Written composition resembles orally composed sentences</p> <p>Some awareness of purpose with basic ideas and content usually linked to the task.</p> <p>Some accurate use of capital letters used for names and the pronoun I</p> <p>Sentences sequenced to form short narratives and key features may be present.</p> <p>Appropriately word choices to convey key ideas</p> <p>Accurately spell words containing all of the 40+ phonemes and provide phonetically plausible attempts</p> <p>Accurately spell common exception words and High Frequency Words</p> <p>Apply the spelling rule for adding -s and -es</p> <p>Use -ing -ed -er -est where no change to the root is needed</p> <p>Most letters are correctly formed and orientated</p> <p>Simple viewpoint is indicated</p>	<p>With reference to the KPIs</p> <p>With reference to the KPIs</p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to</p> <p>spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly</p> <p>A child can:</p> <ul style="list-style-type: none">• sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;• read back words that have been spelt;• spell some words in a phonically plausible way, even if sometimes incorrectly;• write simple dictated sentences that include words taught so far;• demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and• recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed. <p>A child is able to form letters correctly and confidently</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing.</p>