

Year 1 Writing Criteria

Name: _____

Collection

Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

sit correctly at a table, holding a pencil comfortably and correctly								
begin to form lower-case letters in the correct direction, starting and finishing in the right place								
say out loud what they are going to write about								
name the letters of the alphabet								
spell some common exception words								

Working at the Expected Standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far								
write sentences by	composing a sentence orally before writing it							
	sequencing sentences to form short narratives							
using punctuation accurately on <u>some</u> occasions	capital letter to start sentences							
	full stops							
	Leave spaces between words							
	exclamation marks							
discuss what they have written with the teacher or other pupils								
Join words and join clauses using 'and'								
use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'								
read aloud their writing clearly enough to be heard by their peers and teacher								
use letter names to distinguish between alternative spellings of the same sound								
using -ing, -ed, -er and -est where no change is needed in the spelling of root words (helping, helped, helper, eating, quicker, quickest)								
adding the suffix 's' for a plural								
spelling many of the Year 1 common exception words*								
spell words containing each of the 40+ phonemes already taught								
form capital letters								
form digits 0-9								

Working at Greater Depth Within the Expected Standard

The pupil can write for different purposes, after discussion with the teacher:

using punctuation accurately on many occasions	capital letter to start sentences							
	full stops							
	exclamation marks							
spelling most Year 1 common exception words*								
write simple, coherent narratives about personal experiences and those of others (real or fictional).								
adding suffixes to spell <u>some</u> words correctly in their writing, e.g. -ment, -ness, -ful,, -less, -ly *								
Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Handwriting)								

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

