

Year 1				
Composition		Working Towards	Secure	Greater Depth
	Sentence structure/Grammar	<p>Usually uses simple sentence structures</p> <p>Sentence structure is often repeated</p>	<p>Write simple sentences</p> <p>Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs</p> <p>To write simple compound sentences using and</p>	<p>Use a mixture of simple and compound (using and) sentences independently</p>
	Punctuation	<p>To mostly separate words with spaces</p> <p>Some evidence of using a capital letter and full-stop to demarcate a sentence and for the personal pronoun I (although this may not be consistent)</p>	<p>To separate words with spaces</p> <p>Beginning to <b>use capital letters and full stops to demarcate some sentences.</b></p> <p>To begin to <b>use question marks and exclamation marks to demarcate sentences</b></p> <p>To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)</p>	<p>Words are separated with spaces independently</p> <p>To begin to use capital letters and full stops to demarcate some sentences independently</p> <p>To begin to use question marks and exclamation marks to demarcate sentences</p> <p>To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently</p>
	Text Structure and Organisation	<p>Some evidence of simple structure e.g. can sequence events.</p> <p>Attempts to retell elements from familiar stories or write own simple story ideas.</p> <p>Writing communicates meaning without mediation.</p> <p>Orally plans sentences before they are written</p> <p>Starting to check writing makes sense through discussion with an adult or peer.</p>	<p>Sentences planned orally before they are written.</p> <p><b>Sequence sentences to form short narratives based on fictional and real experiences</b>, this may include some characteristics of narrative writing but the form may not be sustained.</p> <p>Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)</p>	<p>Sentences planned orally before they are written.</p> <p>Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</p> <p>Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)</p>

	Drafting and Editing	Writing is read out loud to check writing makes sense and changes made with support	<b>Checks that their writing makes sense by rereading</b> and makes simple changes where suggested	Checks their writing makes sense and begins to make changes independently
	Effective use of language/Vocabulary	Beginning to use story language to start writing a story.  Mostly draws on characteristics of spoken language rather than written language.  Usually shows some awareness of the purpose of the writing.	Uses vocabulary which is appropriate to the subject matter.  Some use of adjectives for description  Writing refers to the context of task.	Uses vocabulary which is appropriate to the subject matter independently  Some use of adjectives for description independently
Transcription	Spelling	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with NC appendix 1)	<b>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</b> There is increasingly accurate use of the prefix un- and suffixes when adding - ing, -ed, -er and -est where there is no needed in the spelling of the root word (see NC appendix 1)  Names the letters of the alphabet in order	Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1)
	Handwriting	<b>Letters are usually clearly shaped and correctly orientated.</b>  Mostly writes with spaces between words.	<b>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place</b> (may be inconsistencies in orientation and size)  Holds a pencil comfortably and correctly  Form capital letters and digits 0-9 a  Understand which letters belong to the handwriting 'families' and practise these.	Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size) with more consistency  Holds a pencil comfortably and correctly  Form capital letters and digits 0-9  Understand which letters belong to the handwriting 'families' and practise these.