



Legrave Primary School

Year 1 EEE

Subject: Writing

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr1	Emerging	Expected	Exceeding
Spelling	Hears and says the initial sound in words.	Spells words containing each of the 40+ phonemes already taught	Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
	Segments the sounds in simple words and blends them together.	Spells common exception words	Spells by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
	Links sounds to letters, naming and sounding the letters of the alphabet.	Spells the days of the week	Spells by learning to spell common exception words
	Uses phonic knowledge to write ways in which match spoken sounds.	Names the letters of the alphabet in order	Spells by learning to spell more words with contracted forms
	Writes irregular common words.	Names the letters of the alphabet using letter names	Spells by learning the possessive apostrophe (singular) e.g. the girl's book
	Some words are spelt correctly and others are phonetically plausible.	Adds prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Spells by distinguishing between homophones and near-homophones
		Adds prefixes and suffixes using the prefix un-	Adds suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
		Adds prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest	
		Applies simple spelling rules and guidance, as listed in English Appendix 1	Applies spelling rules and guidance, as listed in English Appendix 1
		Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Writes from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far
Handwriting		Sits correctly at a table, holding a pencil comfortably and correctly	Forms lower-case letters of the correct size relative to one another
		Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		Forms capital letters	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
		Forms digits 0-9	Uses spacing between words that reflects the size of the letters
		Understands which letters belong to which handwriting "families" (i.e. Letters that are formed in similar ways) and practise these	Writes narratives about personal experiences and those of others (real and fictional)
Composition	Gives meaning to the marks they make as they draw, write and paint.	Writes sentences by saying out loud what they are going to write about	Writes about real events to develop positive attitudes and stamina for writing
	Begins to break the flow of words into speech.	Writes sentences by composing a sentence orally before writing it	Writes poetry to develop positive attitudes and stamina for writing
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Writes sentences by sequencing sentences to form short narratives	Writes for different purposes to develop positive attitudes and stamina for writing
	Writes own name and other things such as labels, captions.	Writes sentences by re-reading what he/she has written to check that it makes sense	Considers what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
	Attempts to write short sentences in meaningful contexts.	Discusses what he/she has written with the teacher or other pupils	Considers what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary
	Writes simple sentences which can be read by themselves and others.	Reads aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Considers what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
		Writes sentences by saying out loud what they are going to write about	Makes simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
			Makes simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

				<p>Makes simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly</p> <p>Reads aloud what he/she has written with appropriate intonation to make the meaning clear</p> <p>Forms nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p> <p>Forms adjectives using suffixes such as -ful, -less</p> <p>Uses suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p> <p>Understands how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Makes the correct choice and make consistent use of present tense and past tense throughout writing</p> <p>Uses the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing</p> <p>Uses commas to separate items in a list</p> <p>Uses apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name</p> <p>Understands the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma</p>
Vocabulary, Punctuation and Grammar	Continues a rhyming string.	Uses regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun	Uses suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper	
		Understands how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat	Understands how words can combine to make sentences	
		Understands how words can combine to make sentences	Uses joining words and join clauses using and	
		Sequences sentences to form short narratives	Separates words with spaces	
		Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing	Uses a capital letter for names of people, places, the days of the week, and the personal pronoun I	
		Understands the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark		