

Name:

Writing (expected): Year 1

Transcription

Spelling

I can identify known phonemes in unfamiliar words.

I can use syllables to divide words when spelling.

I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.

I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.

I can name all the letters of the alphabet in order.

I can use letter names to show alternative spellings of the same phoneme.

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can form lower case letters in the correct direction, starting and finishing in the right place.

I can form capital letters and digits 0-9.

Composition

I can compose a sentence orally before writing it.

I can sequence sentences in chronological order to recount an event or experience.

I can re-read what I have written to check that it makes sense.

I leave spaces between words.

I know how the prefix 'un' can be added to words to change meaning.

I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

I can combine words to make a sentence.

I can join two sentences using 'and'.

Text structure

I can sequence sentences to form a narrative.

Punctuation

I can separate words using finger spaces.

I can use capital letters to start a sentence.

I can use a full stop to end a sentence.

I can use a question mark.

I can use an exclamation mark.

I can use capital letters for names.

I can use 'I'.

Writing (exceeding): Year 1

I can write short stories about something personal to me.

I can sequence a short story or series of events related to learning in science, history and geography.

My writing makes sense to the reader without additional explanation.

I am confident in the way sentences start.

I make sentences longer and use words other than 'and' and 'then' to join ideas together.

I use new vocabulary for the first time in my stories or explanations and I'm excited about experimenting with new vocabulary.

I know which letters sit below the line and which are tall letters.

I am consistent in the use of lower case and capital letters.

I sound out spellings when I'm not sure and come up with phonetically likely attempts at spelling unfamiliar words.

I can spell almost all of the words in the Year 1 and Year 2 list accurately.

