

# Writing Standard 1 (Year 1)

Name: \_\_\_\_\_

Standard 1 is the expectation for most children **by the end of Year 1.**

**Essential entry level to Standard 2:** Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language. Must not be a retell).

Area	Bold statements are Key performance Indicators	Secure
Punctuation	1. Separates words with spaces	
	<b>2. Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b>	
	3. Uses capital letters for names and for the personal pronoun 'I'.	
Text	4. Sequences sentences to form short narratives	
Sentence	5. Understands how words can combine to make sentences	
	6. Joins words and clauses using 'and'.	
Word	7. Shows understanding of 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	
	8. Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	
	9. Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	
Composition	10. Says out loud what they are going to write about.	
	11. Composes a sentence orally before writing it	
	<b>12. Sequences sentences to form short narratives.</b>	
	<b>13. Re-reads what they have written to check that it makes sense</b>	
	14. Discusses what they have written with the teacher or other pupils.	
Spelling	15. Reads aloud their writing clearly enough to be heard by their peers and the teacher.	
	<b>16. Spells words containing each of the 40+ phonemes already taught</b>	
	17. Spells common exception words	
	18. Spells the days of the week	
	<b>19. Names the letters of the alphabet in order</b>	
	20. Uses letter names to distinguish between alternative spellings of the same sound	
	21. Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	
	22. Uses the prefix un–	
	23. Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest)	
	24. Applies simple spelling rules and guidance, as listed in English appendix 1	
	<b>25. Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b>	
26. Understands that words are divided into 'beats' or syllables		
27. Distinguishes between homophones and near-homophones.		
Handwriting	28. Sits correctly at a table, holding a pencil comfortably and correctly	
	<b>29. Begins to form lower-case letters in the correct direction, starting and finishing in the right place</b>	
	30. Forms capital letters	
	31. Form digits 0-9.	
	32. Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these	

**Beginning + = At least 1 KPI and at least 6 statements overall**

**Developing = At least 2 KPIs and at least 8 statements overall**

**Developing + = At least 3 KPIs and at least 13 statements overall**

**Secure = At least 4 KPIs and at least 19 statements overall**

**Exceeding = At least 6 KPIs and at least 26 statements overall**