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|  | Y1 Target: Expected | Target achieved | | |
|  | Writing shows a sequence of simple sentences that communicate meaning with some compound sentences joined with ‘and’. Some sentences are punctuated correctly using a capital letter and a full stop and occasional exclamation marks or question marks. Words are spelt phonetically plausibly for the 40+ phonemes with some correct choices of graphemes. Most exception words are spelt correctly including some words ending in suffixes, -ed, -ing, -s, -es. Most letters are formed correctly leaving space between the words. |  |  |  |
|  | **Spelling:** | | | |
|  | To use phonics to spell words |  |  |  |
|  | To spell most exception words correctly |  |  |  |
|  | To spell some words ending with –ed, -ing, -s and –es correctly |  |  |  |
|  | To spell most compound words correctly |  |  |  |
|  | **Handwriting and Presentation:** | | | |
|  | To write with correctly formed letters and numbers |  |  |  |
|  | To use the diagonal and horizontal strokes needed to join some letters |  |  |  |
|  | To leave a space between words |  |  |  |
|  | **Composition:** | | | |
|  | Plan their writing through;   1. discussion with the teacher |  |  |  |
|  | Draft and write:   1. use rich, ambitious and relevant topic vocab |  |  |  |
|  | 1. to write sentences that are sequences to form a short narrative (real or fictional) |  |  |  |
|  | 1. to write about real events, recording these simply and clearly |  |  |  |
|  | 1. to check spellings using knowledge of phonics |  |  |  |
|  | Evaluate and Edit:   1. assessing effectiveness of own writing |  |  |  |
|  | 1. making changes to grammar and vocab in their own writing. |  |  |  |
|  | Vocab, grammar and punctuation;   1. to demarcate some sentences correctly using capital letters, full stops, exclamation marks and question marks |  |  |  |
|  | 1. to write some compound sentences using “and” |  |  |  |

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|  | Y1 Target: Greater Depth | Target achieved | | |
|  | **The pupil can:** | | | |
|  | * write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing |  |  |  |
|  | * to make simple additions, revisions and proof-reading corrections to their own writing |  |  |  |
|  | * use the range of punctuation taught at key stage 1 correctly (e.g. full stops, capital letters and commas in a list) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. |  |  |  |