

Writing at 1S1* / 2D1

*The Year 1 National Standard for Writing is achieved.

(1A*)	Transcription (Spelling)	Grammar & Punctuation	Vocabulary	Composition & Style					Handwriting
	AF8 – use correct spelling	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF7 – select appropriate and effective vocabulary	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF5 – vary sentences for clarity, purpose and effect	Handwriting and presentation
	(2B) In some writing: <ul style="list-style-type: none"> usually correct spelling of: <ul style="list-style-type: none"> high frequency grammatical function words common single morpheme content/lexical words likely errors: <ul style="list-style-type: none"> inflected endings, e.g. <i>past tense, plurals, adverbs</i> phonetic attempts at vowel digraphs 	In some writing: <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	In some writing: <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. <i>opportune use of new vocabulary</i> descriptive phrases adds emphasis or detail 	In some writing: <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint lively and generally holds interest 	In some writing: <ul style="list-style-type: none"> some basic purpose established, e.g. <i>main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style 	In some writing: <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i> openings and/or closings sometimes signalled 	In some writing: <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	In some writing: <ul style="list-style-type: none"> some variation in sentence openings, e.g. not always starting with name or pronoun mainly simple sentences with and used to connect clauses past and present tense generally consistent 	In some writing: <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
1M1/2D3 1S1/2D1: National Standard for Writing in Year 1	<ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught (Phase 5) Yr 1 common exception words* the days of the week applying simple spelling rules name the letters of the alphabet: naming the letters of the alphabet in order name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound add 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 add prefixes and suffixes: using the prefix un- and -ing, -ed, -er and -est 	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 (see year 1 overview sheet) 		<ul style="list-style-type: none"> write sentences by: sequencing sentences to form short narratives 		<ul style="list-style-type: none"> write sentences by: composing a sentence orally before writing it 	<ul style="list-style-type: none"> write sentences by: re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> can sit correctly at a table, holding a pencil comfortably and correctly Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place Is beginning to form capital letters in the correct direction, starting and finishing in the right place Is beginning to form digits 0-9 in the correct direction, starting and finishing in the right place Can understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
	<p>*Yr 1 Common Exception Words:</p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our football playground farmyard bedroom blackberry</p>								

