

Performance of Writing – Expected Standard at end of Year 1

Name:	Aut 2	Spr 2	Sum 2
Purpose and Impact			
Write in an interesting, engaging or thoughtful way			
Form short narratives/retell short recounts.			
Use relevant words that are topic based.			
Produce texts which are appropriate to reader and purpose			
Know the purpose and the forms of some simple writing (labels, message, invitation).			
Structure and Shape			
Organise and present whole texts effectively that sequence and structure information			
Include character names in narrative and basic topic words in non-fiction.			
Order some events using number/time sequencing indicators e.g. Then I had lunch.			
Construct a cohesive piece with logical links/breaks.			
Repeat key words to show meaning.			
Sentence Construction			
Vary sentences for clarity, purpose and effect			
Write in simple phrases and clauses.			
Start sentences with the pronoun 'I'.			
Start sentences with a name.			
Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge.			
Tense			
Sometimes use the correct tense and maintain it.			
Conjunctions/Complex Sentences			
Use 'and' to join two words together.			
Use 'and' to join two clauses together.			
Mastery of Writing Techniques			
Deploy poetic/descriptive style to engage the reader			
Use the 5 senses to describe (imagery).			
Vocabulary			
Select appropriate and effective vocabulary			
Use simple speech-like words.			
Use some simple descriptive words (shape, colour, size, emotions).			
Use some ambitious vocabulary (tier 2 words).			
Adverbs			
Use adverbs to describe how characters move.			
Punctuation			
Write with technical accuracy of punctuation			
Sometimes use capital letters.			
Sometimes use full stops.			
Sometimes use question marks.			
Sometimes use exclamation marks.			
Use capital letters for names and for the personal pronoun 'I'.			
Spelling and Word Structure			
Apply spelling rules into writing			
'Has a go' at spelling some unknown words phonetically.			
Show evidence of using suffixes 'ing', 'ed', 'est'			
Use the spelling rule for plural adding 's', 'es'.			
Use prefix 'un'.			
Handwriting			
Form capital letters.			
Form digits 0-9.			
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.			

Red Writing Progress Plan

Punctuation

- I try to use full stops.
- I try to use capital letters at the beginning of sentences.
- I try to use exclamation marks.
- I try to use question marks.
- I can use capital letters for names.
- I can use a capital letter for the pronoun 'I'.

Spelling

- I can 'have a go' at spelling unknown words.
- I can use suffixes such as 'ing', 'ed' and 'est' at the end of words.
- I can use plurals 'es' and 's'.
- I can use the prefix 'un'

Adverbs

- I can use 'ly' adverbs to describe how a character moves e.g. quickly.

Vocabulary

- I can use speech-like words.
- I can describe shape, colour, size and emotion.
- I can use ambitious words in my writing.

Purpose and Impact

- I can write stories and recounts.
- I can use topic words.
- I know why different writing is important.

Tense

- I can use the right tense.

Conjunctions/Complex Sentences

- I can use 'and' to join two words together.
- I can use 'and' to join two clauses together.

Structure and Shape

- I can include story words e.g. Once upon a time...
- I can order my writing using numbers, time, words and phrases.
- I can repeat key words.

Sentence Construction

- I can write simple phrases/clauses.
- I can start sentences with I.
- I can start sentences with a name.
- I can start sentences in different ways.

Writer's Techniques

- I can describe what I can see.
- I can describe what I can smell
- I can describe what I can hear
- I can describe what I can taste
- I can describe what I can feel