



Aspire, Believe, Succeed

Writing Standards File

Year 1 Writing

KPIs	Performance Standard
	<p>With reference to the KPIs</p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly</p> <p>A child can:</p> <ul style="list-style-type: none"> • sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt; • read back words that have been spelt; • spell some words in a phonically plausible way, even if sometimes incorrectly; • write simple dictated sentences that include words taught so far; • demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and • recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed. <p>A child is able to form letters correctly and confidently</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing.</p>



Writing Standards File Year 1

KPIs exemplified:

Writes sentences by:

1. sequencing sentences to form short narratives; and
2. re-reading what has been written to check that it makes sense.

Context:

In each of these samples the child has had support in planning their narrative, before writing independently.

One day Bob woke up
and had a very long
shower. ~~NOT~~ He got
dressed and had his breakfast
which is two yummy
eggs and a cup of tea.
Then Bob went to the
rocket station on his
bike. At the rocket station
Bob changed into his suit
on the moon ~~SUE~~ and
went into his rocket.

Sequenced sentences

Common exception
words correctly spelt

The princess and the horse
One ~~one~~ a time there was a princess
that lived in the forest and in her ~~cast~~
and ~~costs~~ bed she dreamt about a
crown that ~~shined~~ in the sun and
was even ~~liter~~ than diamonds. One day she
went out side to look ~~for~~ the crown
she dreamt about and while she was there
she bumped in to a horse the horse had
the crown and the princess said

The children re-read their
work confidently and
fluently.
They identified where their
writing did not make sense
and made corrections.

Dear Mrs Wood, ~~Will~~ I was on holiday in the African
savanna. I went ~~exploring~~ in the night I saw lots of animals
it was terrifying ~~some~~ ^{same} of the animals were ~~awak~~ so they
stand at me ~~it~~ was ~~fun~~ ~~it~~ was ~~all~~ ~~so~~ ~~big~~
but the way it was ~~possaiting~~. I loved it when
the baby lion secretly jumped into my
~~hands~~ I saw lots of different animals ~~like~~ the
clouded leopard and I was glad I didn't
wake up or then all men ~~chast~~ all
night long. But it didn't happen. The next

Some use of connectives
to join simple sentences

1st person recount

Commentary:

The child can sequence the sentences in their narrative in a way which makes sense and shows beginning, middle and end. This is independent writing, although they may have had support in planning their writing. The child can re-read their writing fluently and check that their writing makes sense.



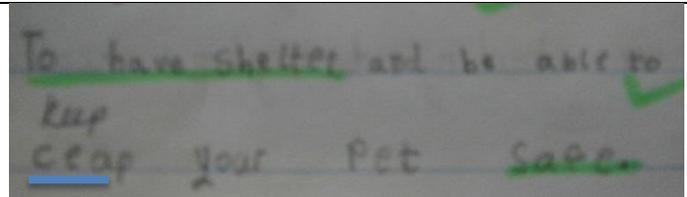
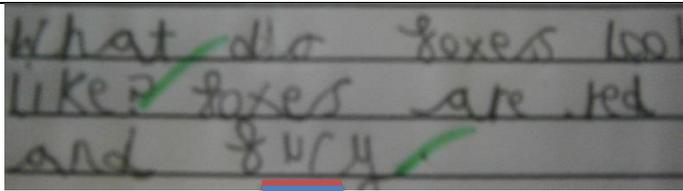
Writing Standards File Year 1

KPIs exemplified:

Spells words containing each of the 40+ phonemes already taught

Context:

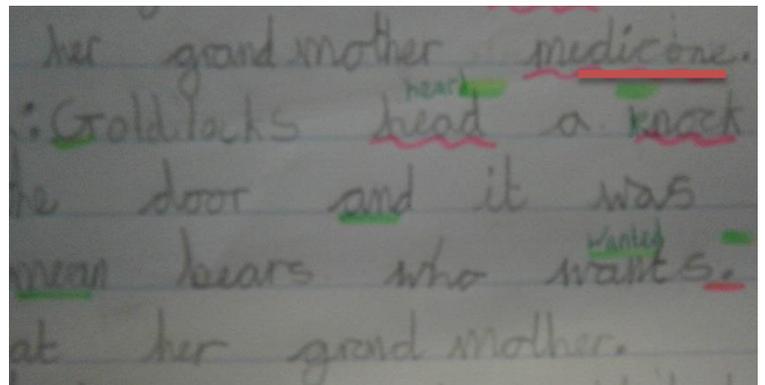
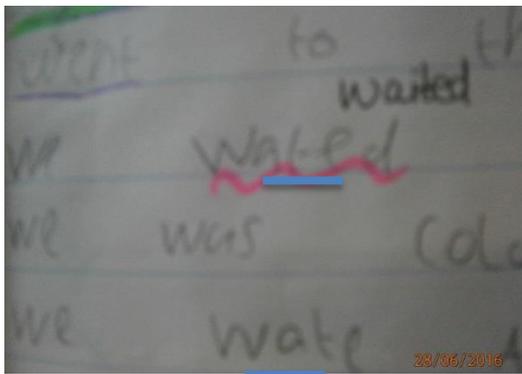
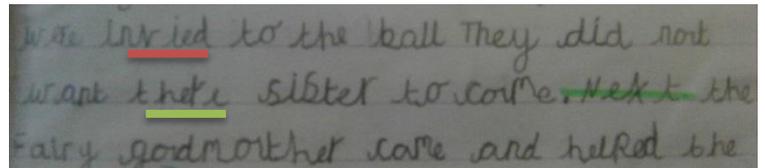
In day to day work, when word banks not provided. Children spelling words independently can access a phonics sound chart to support their spellings, but otherwise make decisions about how to spell independently. Examples below taken from writing completed in a range of lessons from English to History.



Examples of incorrect spelling of correct sound. —

Incorrect homophone used. —

Good attempt at ambitious spellings. —



Commentary:

The child has use phonetically plausible attempts at spelling words. Most of the time they are correct but on occasion the child chooses the incorrect spelling of the correct sound.

There are many examples in these samples of the children spelling words correctly. They may have the errors listed above but the common exception words Are correct and they are applying their phonic knowledge although sometimes choosing the incorrect spelling of the correct sound.

Sometimes the child uses an incorrect word ending (e.g. wants instead of wanted).



Writing Standards File Year 1

KPIs exemplified:

Forms lower-case letters in the correct direction using cursive formation, starting and finishing in the right place. Some letters are occasionally joined.

Context:

At Featherstone we use cursive font. This is taught from Reception onwards. By the end of Year One the children should be able to form all of the letters in the alphabet using leader and feeder lines, so that joining becomes natural. In each of these texts the child is writing as part of their English, Science and RE lessons.

English Lesson

I went to the shop.
My jumper is red.
I had fish and chips.
We went to the park to play.
It is a sunny day.

Science Lesson

Plant A did grow
Plant B didn't grow
Plant C did not grow

RE Lesson

Dear E sephant
I am writing this
letter to tell you
how to behave.

Annotations:

- Arrows point to the start of letters in the Science lesson, with the text: "Letters formed in the correct direction, each letter starting on the line."
- An arrow points to the capital 'E' in the RE lesson, with the text: "Letters may be joined, although not always even in size."
- An arrow points to the capital 'E' in the RE lesson, with the text: "Capital letters are not joined."

Commentary:

The child can consistently form their letters, starting each letter on the line, using cursive font. The child may be able to join some letters.



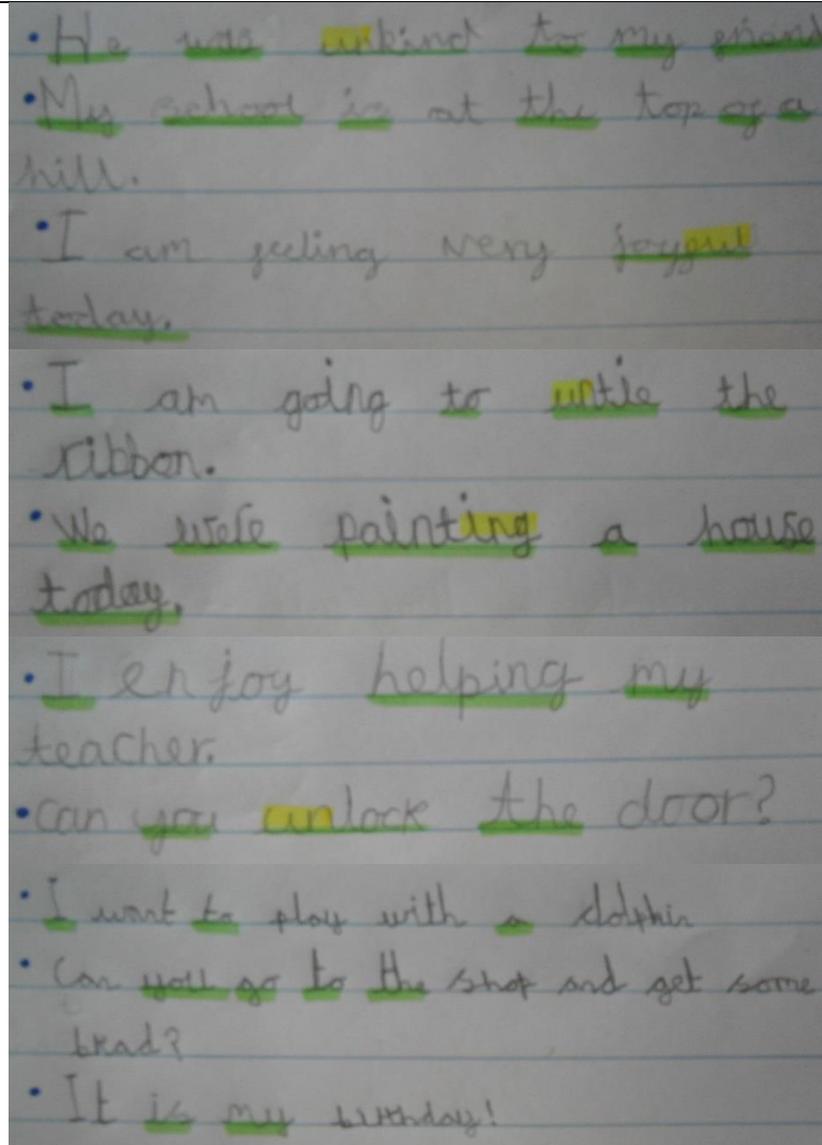
Writing Standards File Year 1

KPIs exemplified:

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Context:

During dictation sessions the children are read each sentence several times and they write what is said. They spell the words independently and without support from sound cards.



Words underlined green are Common Exception Words.

Highlighted yellow are the Year 1 suffixes/ prefixes.

Commentary:

The child can listen to what the teacher has said and write the exact words. They can distinguish from the sentence type/ expression when read which punctuation mark should end the sentence. They should be able to use full stops consistently, with some correct use of exclamation marks and question marks.



Writing Standards File Year 1

KPIs exemplified:

Secure use of capital letters and full stops to demarcate sentences.

Context:

Text 1: During a scheme of English lessons based around the text 'The Hedgehog' by Dick King Smith, the children were asked to retell the main events within the story. The child independently completed this piece of writing.

There were some key words on the board and the task had been modelled during the introduction to the lesson.

Text 2: During an RE lesson the children were asked to write a letter to a character in a Buddhist story. They had discussed the task and then the child wrote independently. There were some key words on the board.

The image shows two pages of handwritten student work. The left page is labeled 'Text 1' and contains a retelling of the story 'The Hedgehog'. The right page is labeled 'Text 2' and contains a letter addressed to 'E lephant'.

Text 1:
The title is the hodge hodge.
The main character is called Max. Max is cheky and brave.
In Maxes family there is three ^{sisters} ~~sissters~~ and
Maxes parents called max and par. In the story Max was trying to find a safe place for all hodge to cross the road safely. May

Text 2:
Dear E lephant
I am writing this letter to tell you how to behave. You havent behaved at all. You mustnt copy anyone at all that throws things at other people. How would you feel if someone attacked you or threw you?
From Totter

Commentary:

The first sample is taken from an English lesson. The second is from an RE lesson, where the focus of the lesson was not writing skills. This demonstrates that the child is consistently able to independently apply this skill without prompting.



Writing Standards File Year 1

KPIs exemplified:

Some use of question marks and exclamation marks to demarcate sentences.

Context:

During English and Topic lessons- throughout their writing the child uses question marks and exclamation marks. The children have been taught how and when to use each of these. This has been modelled to them.

Dear Diary you will not get
what happend! I dream about
a crown that is brilliant then
the sun! and one day I
was walking in the forest
and I ^{saw} saw a white bear
sing and the rite crown but
he sed you..... Good use of

Exclamation marks are used correctly in a recount.

What ~~is~~ the man's name?
What is the man wearing?
Where are you going?
What are you doing?

The child knows that question marks are used at the end of question sentences.

at all. I'll must
copy anyone at all that
throws things at other
people How would you
feel if someone
attacked you or threw
you?

In RE writing, the child used a question mark in context in a letter.

Commentary:

The child knows when to use an exclamation mark or question mark and are beginning to use them accurately. There are times when they miss opportunities to use them but there is some evidence of their correct use in their writing. The child is able to use them in a piece of writing, when that skill has not been modelled during that lesson.

