



Children should statements: (tick all evidenced in writing)		Autumn		Spring		Summer	
Date							
Text type / Genre							
Y1 Working Towards							
SP	Spell some phonetically plausible words correctly						
	Spell some Red words from Set 1						
HW	Form most letters correctly, although size, shape and orientation may be irregular						
	Use finger spaces some of the time						
Punctuation	Use capital letters some of the time with support						
	Use full stops some of time with support						
Composition and Vocabulary	Use their own ideas or retell a familiar story (e.g. Pie Corbett Talk for Writing) using short simple sentences						
	Re-read to an adult to check for sense						
Sentence structure and grammar	Begin to sequence sentences to form short narratives which often repeat e.g. I went to the shop. I can see...I got some sweets						
	Use simple adjectives that have been modelled e.g. The dog is big and brown.						
Y1 Expected							
SP	Spell many phonetically plausible words correctly						
	Spell many Red words from Set 1 and 2						
	Spell some words using suffixes (-ing, -ed, -er, -s) where no change to the root word is needed						
HW	Form most letters correctly with regular size, shape and orientation.						
	Use finger spaces most of the time						
Punctuation	Use many capital letters and full stops correctly						
	Use capital letters for names and personal pronoun 'I'						
	Begin to use question and exclamation marks						
Composition and Vocabulary	Write sentences to create short narratives and non-fiction texts						
	Reread writing to ensure it makes sense and edit with adult support						
Sentence structure and grammar	Sequence sentences to form short narratives which show some control over word order. e.g. I went to the shop. The shop was closed.						
	Use some adjectives independently with adult support						
	Use the joining word <i>and</i> to link ideas and clauses						
	Use the prefix <i>un</i> to change the meaning of verbs and adjectives e.g. <i>unkind</i>						
Y1 Working at Greater Depth							
SP	Spell most phonetically plausible words correctly						
	Spell most Red words correctly						
	Spell many words using suffixes (-ing, -ed, -er, -s, -es, -est) where no change to the root word is needed						
	Spell words with the prefix -un						
	Spell some simple compound words e.g. <i>ladybird, bookshelf, armchair</i>						
HW	Form lower case and capital letters correctly with regular size, shape and orientation						
Punctuation	Most capital letters and full stops used correctly.						
	Question and exclamation marks used mostly correctly						
Composition and Vocabulary	Write sentences to create short narratives and non-fiction texts and form longer pieces of writing (more than one paragraph)						
	Produce own ideas for writing and show some evidence of attempting interesting vocabulary e.g. ambitious adjectives modelled by the teacher						

	Reread writing to ensure it makes sense and make some changes themselves						
	Write narratives with a clear beginning, middle and end						
	Write 'Alan Peat' <i>who</i> , <i>what</i> and <i>when</i> sentences						
	Use appropriate language features						
Sentence structure and grammar	Write simple and compound sentences e.g. <i>I went to the shop and I bought some sweets. I ate three of them</i>						
	Use the joining words <i>and</i> and at least one other conjunction e.g. <i>but</i> , <i>so</i> , <i>then</i> , <i>next</i>						