

# Performance of Writing - Expected Standard at end of Year 1



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
<b>Purpose and Impact</b>						
Write whole texts that are interesting, engaging or thoughtful.						
Form short narratives/retell short recounts.						
Use relevant words that are about my topic/story.						
Produce texts which are appropriate to reader and purpose.						
Know the purpose and the forms of some simple writing (labels, message, invitation).						
<b>Structure and Shape</b>						
Organise and present whole texts effectively that sequence and structure information.						
Include familiar storytelling language e.g. Once upon a time, One day, The end.						
Order some events using number/time sequence indicators e.g. Then I had lunch.						
Construct a cohesive piece with logical links/ breaks.						
Repeat key words to show meaning.						
<b>Sentence Structure</b>						
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.						
<b>Tense</b>						
Sometimes use the correct tense and maintain it.						
<b>Conjunctions/Complex Sentences</b>						
Use 'and' to join two words together.						
Use 'and' to join two clauses together.						
<b>Writerly Techniques</b>						
Deploy poetic style to engage the reader.						
Use onomatopoeic to grab the reader's attention e.g. Splash!						
Use alliteration to make the reading interesting e.g. The dark, deep cave.						
<b>Vocabulary</b>						
Select appropriate and effective vocabulary.						
Use simple speech - like words.						
Use some simple descriptive words (shape, colour, size, emotions).						
Use some 'blue' ambitious vocabulary (see blue Writing Progress Records).						
<b>Punctuation</b>						
Write with technical accuracy of punctuation.						
Sometimes use capital letters, full stops, question marks and exclamation marks.						
Use capital letters for names and for the personal pronoun 'I'.						
<b>Spelling and Word Structure</b>						
Apply spelling rules into writing.						
Have a 'go' and spell some unknown words phonetically.						
Show evidence of using suffixes __ing, __ed, __est.						
Use the spelling rule for plural adding __s, __es.						
Use prefix un__ e.g. unkind.						
Broadly this will not influence judgement but this is the year 1 benchmark.						
<b>Handwriting and presentation</b>						
Form capital letters.						
Form digits 0-9.						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.						

# Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Letter						
Capital Letter						
Word						
Singular						
Plural						
Punctuation						
Full Stop						
Question mark						
Exclamation mark						

# Effective Examples Of Writing Ideas



<b>F</b> ❤️							
<b>A</b> 🗨️							
<b>N</b> 🙄							
<b>T</b> 🖐️							
<b>A</b> 🐛							
<b>S</b> 👉							
<b>T</b> ✍️							
<b>I</b> 🗣️							
<b>C</b> 🧠							

## Expected Standard Progression Key:

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No/Little Evidence	0 - 3
<input type="checkbox"/> <b>P</b> Progressing Towards	4 - 9
<input type="checkbox"/> <b>O</b> On Track	10 -14
<input type="checkbox"/> <b>W</b> Way Ahead	15 -20
<input type="checkbox"/> <b>D+</b>	21 + = Greater Depth: Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina-based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing tasks.