



## Writing Expectations across Year 1

		<b>End of Autumn term</b> <u>Model texts/stimulus and key outcomes</u> The Gruffalo – descriptive sentences Class generated oral Autumn poem The Last Wolf – descriptive sentences	<b>End of Spring term</b> <b>(end of Autumn term expected plus below)</b> <u>Model texts/stimulus and key outcomes</u> The Great Explorer – innovated story fragment/write letter to character Billy and the Dragon – dragon fact file Trip the Emergency Services Museum – retell Simple instructions for making a pancake information text	<b>End of Summer term</b> <b>(end of Autumn and Spring term expected plus below)</b> <u>Model texts/stimulus and key outcomes</u> Supertato – innovated character description and innovated story fragment Where The Wild Things Are – innovated ending to story A Day in the Blue Planet – Savannah – information text 3 paragraphs
Contexts for writing		Simple descriptive sentences Character description Oral poetry	Simple retell on real life event Information text (writing labels for diagrams/ writing sentences for information) Re-writing fragment of stories with clear structure/storyline Letter	Re-writing fragments of familiar stories with clear structure/storyline Innovated descriptive sentences about an innovated character Information text
Transcription	Spelling – phonics/ common exception words	RWI at least <b>pink</b> and above <b>Most</b> FS common exception words Beginning to spell phonetically using set 2 sounds (ay ee igh ow oo o oar or air ir ou oy) <b>Some</b> Spelling Zone words correct (aim for 15/60)	RWI group <b>yellow</b> and above Spelling phonetically 1 and 2-syllable words with set 2 and set 3 sounds they know <b>Many</b> Spelling Zone words correct (aim for 30/60)	RWI <b>blue</b> and above All words are attempted phonetically with confidence Identifying which spelling variant of a sound to use <b>Most</b> Spelling Zone words correct (aim for 45) To spell words containing all the 40+ graphemes.
	Handwriting	Some letters are printed correctly and consistently Ascenders and descenders taught Teaching letters sitting on the line	Capital letter names known and formed correctly Some capital letters formed at correct size To write numbers 0-9 correctly.	Most (20+) letters (printed) starting and ending in the correct place and of correct sizing Most (20+) capital letters (printed) starting and ending in the correct place and of correct sizing

		Sit at a table and hold a pencil correctly	As Autumn and apply correct pressure with a pencil	
	Punctuation	Capital letter (start of sentences) Full stops Finger spaces	Capital letter (name or person/place/days of the week/pronoun I) Full stops Finger spaces Question marks	Capital letter (all reasons) – 75% accuracy Full stops – 75% accuracy Finger spaces Question marks Exclamation marks
Composition	Oral composition	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Oral rehearsal of sounds in a word before writing Oral partner talk to generate nouns, verbs and adjectives Oral rehearsal of simple sentences before writing Group poetry performance linked to Autumnal theme poem Oral and drama used to learn definitions of key vocabulary Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own	Oral partner talk to generate nouns, verbs and adjectives Oral rehearsal of simple sentences before writing	Confident oral rehearsal of sentences and then editing or improving based on feedback or self-assessment Share stories with families at “share a story” mornings

	<p>ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher.</p>		
Grammar	<p>To understand how words are put together in a certain order to make a sentence.</p> <p>Children should be able to say out loud what they want to write.</p>	<p>To begin to join sentences using 'and' Suffixes –ed and –ing</p> <p>Children can hold their sentence independently.</p>	<p>To join to sentences using 'and' effectively</p> <p>To sequence 4/5 sentences together to form short coherent pieces of writing. Plurals using –s/-es , -er and -est when no change in spelling is needed.</p>
Planning and editing writing	<p>Editing with green pen corrected together <b>with adult</b> in small groups or 1:1 Say out loud what they are going to write about Composing a sentence orally before writing it</p>	<p>Work green pen corrected with an adult Composing a sentence orally before writing it Sequencing sentences to form short narratives <b>Beginning</b> to re-read what they have written to check that it makes sense Know features of a letter</p>	<p>Story map/story mountain used 3 sections (beginning, middle, end)</p> <p>Beginning to re-read and green pen edit work independently Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

	Vocabulary	Vocab from model texts taught and modelled in shared writing (see key vocabulary list) Star Words modelled and understood	Vocab from model texts taught and used in writing (see key vocabulary list) Add adjectives before nouns to create noun phrases	Applying known vocabulary and beginning to choose an effective adjective/verb for their writing.
	Grammatical terminology	To be aware of the terms; letter capital letters word full stop finger space	To be aware of the terms through discussion;  sentence full stop capital letter noun verb adjective	To be aware of the terms through discussion;  Plural / singular exclamation mark question mark proper noun

**English Mastery writing and reading sessions** - Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. - National curriculum