

# 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"><li>• sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;</li><li>• read back words that have been spelt;</li><li>• spell some words in a phonically plausible way, even if sometimes incorrectly;</li><li>• write simple dictated sentences that include words taught so far;</li><li>• 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</li><li>• recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.</li></ul> <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 suit and  
went into his rocket.

Sequenced sentences

Common exception  
words correctly spelt

The princess and the horse  
One day a time there was a princess  
that lived in the forest and in her cast  
and cast bed she dreamt about a  
crown that shined in the sun and  
was even nicer 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. <sup>some</sup> of the animals were afraid so they  
stand at me. It was fun but it was also scary.  
In the way it was fascinating. 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 chatted all  
night long. But it didn't happen. The next

Some use of connectives  
to join simple sentences

1<sup>st</sup> 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.

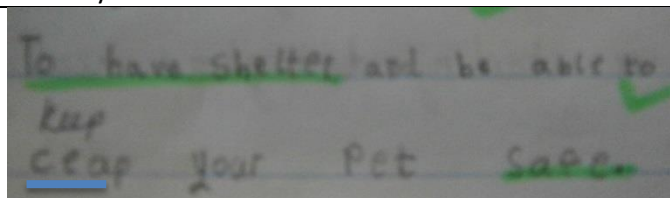
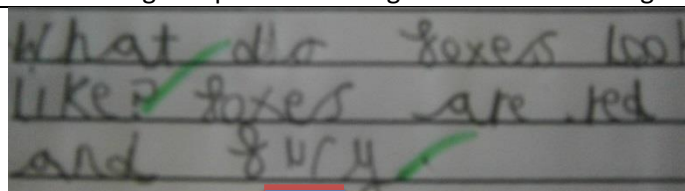
## Writing Standards File Year 1

KPIs exemplified:

Spells words containing each of the 40+ phonemes already taught

Context:

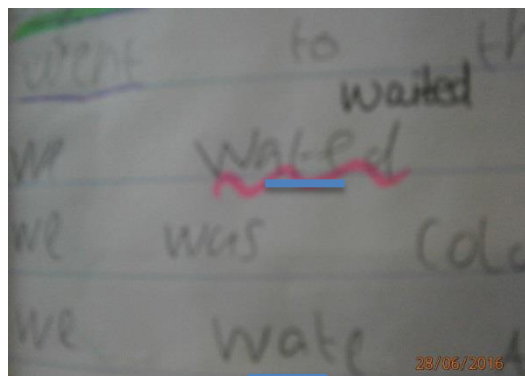
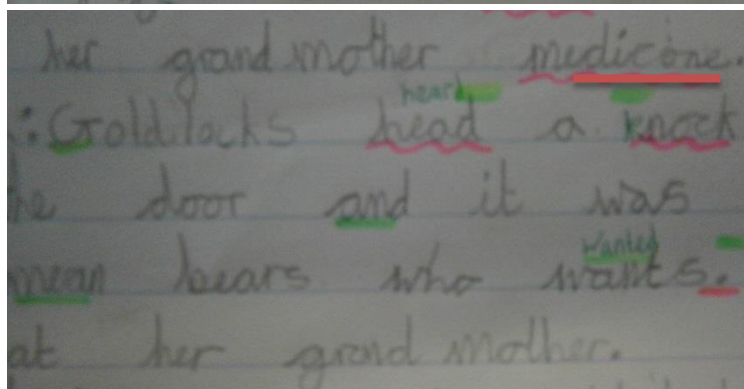
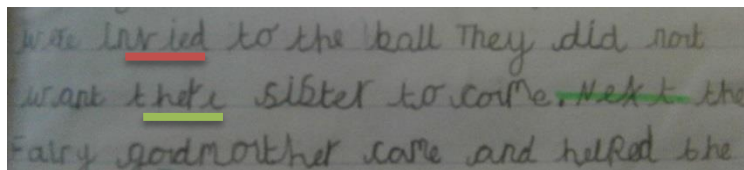
In day to day work, when word banks not provided. Children spelling words independently can access a phonics sound chart to support their spellings, but otherwise make decisions about how to spell independently. Examples below taken from writing completed in a range of lessons from English to History.



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.

The image displays three examples of a child's cursive handwriting on lined paper. The first example, labeled 'English Lesson', shows a paragraph: '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.' The second example, labeled 'Science Lesson', shows three lines: 'Plant A did grow', 'Plant B didn't grow', and 'Plant C did not grow'. An arrow points to the word 'didn't' with the annotation: 'Letters formed in the correct direction, each letter starting on the line.' The third example, labeled 'RE Lesson', shows a letter: 'Dear E sephant', 'I am writing this', 'letter to tell you', 'how to behave'. An arrow points to the capital 'E' with the annotation: 'Letters may be joined, although not always even in size. 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.

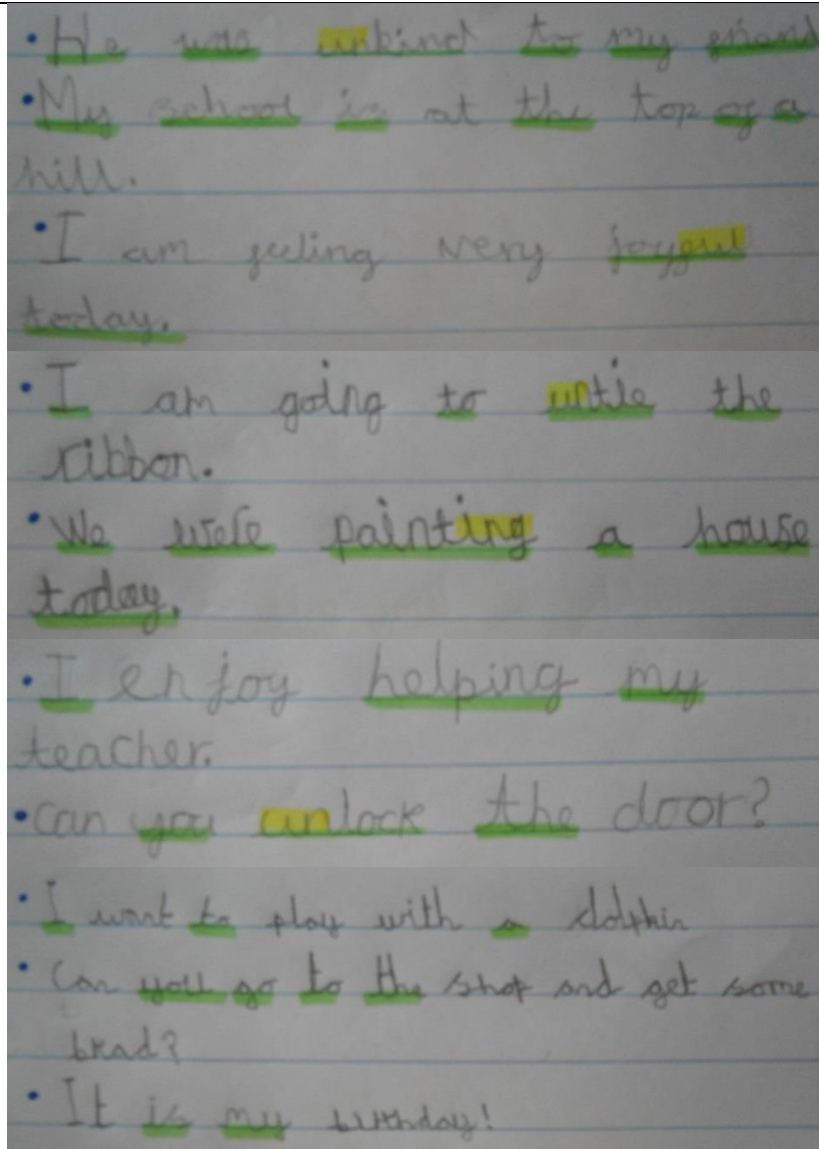
## Writing Standards File Year 1

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:

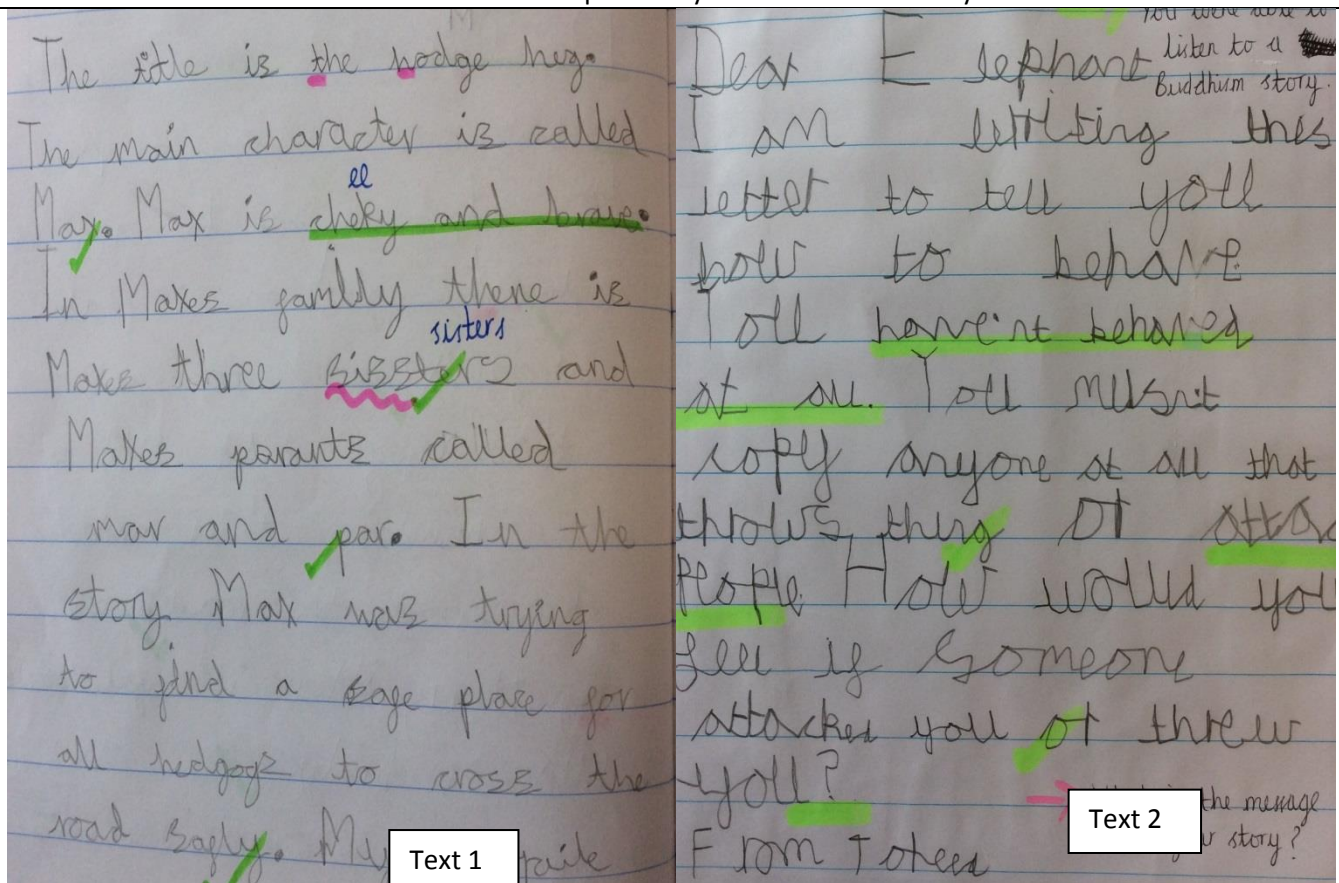
Secure use of capital letters and full stops to demarcate sentences.

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.



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 ges what happend! I dkem about a skoun that is brieta then the sub! and one day I was walking in the forest and I <sup>saw</sup> a whit bear ring and the rite skoun but he sed you ....

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 all must not 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.

