

Writing Overview | *Assessment Indicators and Outcomes*

Year 1		
Writing Assessment End Points		
Autumn	Spring	Summer
Transcription		
1. Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far. 2. Spell some Year 1 common exception words correctly 3. Use the correct spelling of taught suffixes (-s, -es) 4. Form most lower case letters with correct starting point, sequence of movement and orientation. 5. Form some capital letters with correct starting point, sequence of movement and orientation. 6. Group letters in most words without spaces between graphemes. 7. Leave spaces between most words in a caption or sentence. 8. Position some letters on the line correctly with some descenders going underneath. 9. Re-read words to check that they contain all the sounds.	1. Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far. 2. Spell many Year 1 common exception words correctly. 3. Use the correct spelling of taught suffixes (-s, -es, -ing, -ed) 4. Form many lower case letters with correct starting point, sequence of movement and orientation. 5. Form many capital letters with correct starting point, sequence of movement and orientation. 6. Group letters into words without spaces between graphemes. 7. Leave spaces between most words when writing more than one sentence. 8. Position many letters on the line correctly with many descenders going underneath. 9. Re-read words to check that they contain all the sounds.	1. Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far. 2. Spell most Year 1 common exception words correctly. 3. Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est). 4. Form most lower case letters with correct starting point, sequence of movement and orientation. 5. Form most capital letters with correct starting point, sequence of movement and orientation. 6. Group letters into words without spaces between graphemes. 7. Leave spaces between words within writing. 8. Position most letters on the line correctly with descenders always going underneath. 9. Re-read words to check that they contain all the sounds.
Sentence Structure		
10. Begin to use a capital letter for the pronoun 'I'. 11. Punctuate some sentences with a capital letter. 12. Punctuate some sentences with a full stop. 13. Begin to use the simple present tense. 14. Begin to use the simple past tense. 15. Re-read sentences to check that they include all the words needed for them to make sense.	10. Use a capital letter for the pronoun 'I' with only occasional error. 11. Use a capital letter for some proper nouns. 12. Punctuate many sentences with a capital letter. 13. Punctuate many sentences with a full stop. 14. Use the co-ordinating conjunction 'and' to join words. 15. Use the simple present tense with increasing accuracy. 16. Use the simple past tense with increasing accuracy. 17. Use some adjectives after the noun. 18. Re-read sentences to check that they include all the words needed for them to make sense.	10. Use a capital letter for the pronoun 'I'. 11. Use a capital letter for many proper nouns. 12. Punctuate most sentences with a capital letter within a short series of sentences. 13. Punctuate most sentences with a full stop within a short series of sentences. 14. Use the co-ordinating conjunction 'and' to join words. 15. Use the co-ordinating conjunction 'and' to join clauses. 16. Use the simple present tense mostly correctly. 17. Use the simple past tense mostly correctly. 18. Use adjectives after the noun. 19. Re-read sentences to check that they include all the words needed for them to make sense.
Composition		
16. Compose, rehearse and write one or more single-clause sent modelling. 17. Write one or more sentences for different purposes.	20. Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas. 21. Write a short series of sentences for different purposes.	20. Compose, rehearse and write a series of meaningful sentences. 21. Write a series of sentences for different purposes.
Handwriting		
• Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting family and practise these.		

Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Class Novels</u> Autumn Term Paddington Bear Meg and Mog Spring Term Usbourne Busy People Summer Term Percy the Park Keeper Peter Rabbit <u>Optional Text</u> The Ugly Duckling Where the Wild Things Are The Night Before Christmas. The Cat in the Hat Owl Babies The Tiger that came to Tea The Day the Crayons Quit <u>Non-fiction</u> Range of high quality non- fiction including online and books	<u>Dictation</u> (4 weeks) Meg and Mog stories (to read and enjoy) Achieving End Point: 6, 7, 9, 11, 12 <u>Narrative</u> <u>Meg and Mog stories</u> Expected Standard: Tell a basic three-part story, through dictation, about a central character(s). Focus on oral creation of sentences. Achieving End Point: 6, 7, 9, 11, 12, 14	<u>Instructions</u> Mr Wolf’s Pancakes (experience of making pancakes) Expected Standard: Write simple numbered instructions, using imperative verbs to start each instruction. Focus on oral creation of sentence. Achieving End Point: 7, 12, 13, 17 <u>Recount</u> Plan an experience Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event they have experienced. Focus on oral creation of sentences. Achieving End Point: Recount - 6, 7, 9, 10, 11, 12 <u>Letter</u> Dear Santa Expected Standard: Write a simple letter with an opening (Dear...) and closing (From...), focus on oral creation of sentences, using sentence stems to complete. Achieving End Point: 3, 7, 10, 11, 12, 13, 15	<u>Report</u> People who help us Expected Standard: Write a simple set of sentences describing how someone helps us. Focus on oral creation of sentence. Achieving End Point: 7, 11, 12, 13 & 15 <u>Narrative</u> We’re going on a bear hunt (experience of going on a bear hunt) Expected Standard: Retell a simple story with predictable phrases. Focus on oral creation of sentences. Achieving End Point: 11, 12, 15 & 17	<u>Narrative</u> The Way back home/Up and down – Oliver Jeffers Expected Standard: Retell a familiar story in three parts. Begin to show accurate sentence punctuation and extension of some sentences using conjunction ‘and’ to join words Achieving End Point: 12, 13, 14, 16.	<u>Instructions</u> Linked to Science – How to plant a seed Expected Standard: Write simple, numbered instructions, using imperative verbs to start instruction and conjunctions to join clauses. Include what they will need. Achieving End Point: 12, 13, 15, 16 <u>Narrative</u> The Three Little Pigs Expected Standard: Retell a familiar story, which includes strong characterisation e.g. good or bad character. Achieving End Point: 14, 15, 17, 18	<u>Narrative</u> Little Red Riding Hood Expected Standard: Write a complete, simple story. Include accurate sentence punctuation, description and extension of sentences using conjunctions. Achieving End Point: 12, 13, 14, 15, 18 <u>Recount</u> Park visits Expected Standard: Write a simple first person recount linked to personal experience, incorporating at least three events in order, whilst maintaining past tense. Achieving End Point: 10, 11, 12, 13 & 17,

The class novels are read at story time. The optional texts may be read to the class across the year as and when the teacher decides, they may be used as a stimulus for writing.