

Year 1 Writing Assessment Expected Standard (EXS)

| | Content and assessment criteria | Gaps | Text type | | | | | |
|--------------------------|---|-------------|------------------|--|--|--|--|--|
| EYFS core content | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | | | | | | | |
| | Write recognisable letters, most of which are correctly formed. | | | | | | | |
| | Spell words by identifying the sounds in them and representing the sounds with a letter or letters. | | | | | | | |
| | Write simple sentences and phrases that can be read by others. | | | | | | | |
| Autumn Year 1 | | | Date | | | | | |
| Word | Teach the use of a noun, so pupils can apply suffixes to a regular plural noun -s or -es [for example dogs, wishes] including the effects of these suffixes on the meaning of the noun. | | | | | | | |
| Sentence | Groups words to make a sentence. | | | | | | | |
| Transcription | Spell some CEW | | | | | | | |
| | Spell words containing each of the 40+ phonemes already taught – (all phase 3 securely applied) | | | | | | | |
| | Writes in a legible form, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far | | | | | | | |
| Punctuation | Separate words with spaces. | | | | | | | |
| | Use a capital letter for the personal pronoun I. | | | | | | | |
| | Some sentences are punctuated using a capital letter. | | | | | | | |
| | Some sentences are punctuated using a full stop. | | | | | | | |
| Handwriting | Child is observed sitting correctly at a table, holding a pencil comfortably and correctly. | | | | | | | |
| | Many lower-case letters are formed in the correct direction, starting and finishing in the right place. | | | | | | | |
| | Recognise and name all 26 capital letters by sight and can begin to form these correctly. | | | | | | | |
| Composition | Child is observed composing a sentence orally before writing it. | | | | | | | |

| Spring Year 1 | | | | | | | |
|----------------------|--|--|--|--|--|--|--|
| Word | Teach the use of a verb, so pupils can apply suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). | | | | | | |
| Sentence | Joins words and clauses with 'and'. | | | | | | |
| Transcription | Spell most CEW | | | | | | |
| | Spell words containing each of the 40+ phonemes already taught (all phase 3 and 4 applied securely and beginning to apply some from phase 5) | | | | | | |
| | Writes, mostly accurately, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far | | | | | | |
| Punctuation | Evidence of some accurate uses of a question mark. | | | | | | |
| | Evidence of some accurate uses of an exclamation mark. | | | | | | |
| Handwriting | Form all capital letters correctly. | | | | | | |
| | Sit letters on the line. | | | | | | |
| | Form digits 0-9 correctly | | | | | | |
| Composition | Sequence sentences to form short narratives. | | | | | | |
| Summer Year 1 | | | | | | | |
| Word | Use an adjective in their sentence to add detail and description | | | | | | |
| | Use the prefix -un correctly to change the meaning of verbs and adjectives (for example, unkind, untie) | | | | | | |
| Sentence | Write mostly correct sentences using 'and' to join two ideas. | | | | | | |
| Transcription | Spell majority of the CEW accurately | | | | | | |
| | Spell words containing each of the 40+ phonemes already taught (phase 3, 4 and most of phase 5 applied correctly) | | | | | | |
| | Write accurately, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far | | | | | | |
| Punctuation | Use a capital letter for names of people | | | | | | |
| | Use a capital letter for places | | | | | | |
| | Use a capital letter for days of the week | | | | | | |
| Handwriting | Ensure capital letters are taller than lower case and have an awareness of ascenders and descenders and their place on the line. | | | | | | |
| Composition | Read work out loud and begin to identify where corrections are needed | | | | | | |