|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **In year 1 we always:**   * **hold our pencil correctly.**Image result for self assessment smiley faces | | | | | |
| **Working towards the expected standard** | | | **Working at the expected standard** | | **Surpassing – Working at greater depth** |
| **Bronze writer (b)** | **Silver writer (b+)** | **Gold writer (w)** | **Ruby writer (w+)** | **Emerald writer (s)** | **Diamond writer (s+)** |
| Attempt to write about familiar events. | Understand different purposes for writing. | Attempt simple, familiar forms. | Some awareness of purpose with ideas and content generally relevant to the task. | Structure and form of narrative clear. | Ideas show some development within sections of writing. |
| Use simple words, phrases and captions to convey some meaning. | Invent own compositions. | Show some control over words/events through composing a sentence orally before writing. | Some events/ideas in appropriate order. | Simple connections between ideas and events (writing flows nicely) | Use some words chosen for effect, and appropriate to the subject matter. (e.g. quickly running, a very hot kettle) |
| Start a piece of writing with a capital letter. | Another person is able to read writing though some mediation may be necessary. | Use some topic related words. | Basic information and ideas conveyed through topic related word choice. | Simple words or phrases signal beginnings and endings (Once upon a time, First, Finally) | Use some topic related words accurately to convey information. |
| Show awareness of full stops. | Use very simple repetitive sentence structures beginning with “I” or the character’s name. | Some evidence of use of full stops and capital letters to demarcate sentences. | Choose some appropriate relevant vocabulary. | Show some variation in sentence openings (First, Next, Then, She, He) | Use extended simple sentences to add interest. |
| Beginning to show spacing between words and letters but this may vary. | Begin to use some words using common digraphs and trigraphs correctly. (e.g. b-oa-t, sh-ee-p, l-igh-t) | Begin to use capital letters for names and the personal pronoun “I”. | Form many capital letters correctly. | Sentences that are sequenced to form a short narrative, after discussion  with the teacher:  • demarcating some sentences with capital letters and full stops | Use capital letters for some proper nouns. |
| Spell words with simple phoneme/grapheme correspondence accurately. (e.g. cat, dog, red) | Make phonetically plausible attempts at writing longer words | Use familiar adjectives to add detail. | Use spacing between words. | Use simple conjunctions to connect clauses. (e.g. and, but, or) | Add suffixes to simple regular verbs. (e.g. –s, -ing, -ed) |
| Produce recognisable letters, words or symbols to convey meaning. | Lower case letters correctly formed, though some may vary in size | Able to recall letters of the alphabet and related common phonemes (A=a, B=b) | Begin to use “and” to create extended sentences (I went to the park and went on the swings) | Use letter names to distinguish between alternative spellings of the same sound (ai,ay,a-e) | Show awareness of silent letters in spelling. |
|  | . | Segment and spell words containing adjacent consonants (bump, jump, tent) | Able to spell words of more than one syllable which have close graphic/phonic correspondence. (e.g. picnic, cowboy, lunchbox) | Use common alternative graphemes with increasing accuracy in writing (ai,ay,a-e) |  |
|  |  | To use some words using common digraphs and trigraphs correctly. (e.g. b-oa-t, sh-ee-p, l-igh-t) | Spell many high frequency single morpheme words (the, was, my, have, come, some) | Can add the prefix un-. |  |
|  |  |  | Able to spell some common regular noun and verb suffixes. (e.g. plurals where ‘s’ is added, -ing, -ed) | Form lower-case letters in the correct direction, starting and finishing in the right place. |  |
|  |  |  | Able to form commonly used lower case letters in the correct direction, starting and finishing in the right place | Form lower-case letters of the correct size relative to one another in some of the writing. |  |



**Composition Grammar and Punctuation Spelling Handwriting**