The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Year 1 Writing Indicators								
Name:								
A Pupil Working Towards the Expected Standard can:								
Orally compose a sentence								
Combine words to create sentences								
Retell a familiar story using short, simplistic sentences								
Use adjectives that have been modelled								
Use spacing between words								
Shows an awareness of capital letters to begin, and full stops to end sentences								
Shows an awareness of a capital letter for the personal pronoun 'I'								
Re-read their writing aloud with an adult to check that it makes sense								
Spell some words containing previously taught phonemes and GPCs accurately								
Spell some Y1 common exception words accurately (from English Appendix 1)								
Form letters mostly correctly, starting and finishing in the right place								
A Pupil Working At the Expected Standard can:								
Sequence sentences to form short narratives and non-fiction texts								
In narratives, use some appropriate story language i.e. once upon a time, happily ever after								
Use simple adjectives to describe								
Use the conjunction 'and' to link ideas and sentences								
Use pronouns to replace names and avoid repetition								
Use capital letters and full stops mostly correctly to demarcate the beginning and end of a sentence								
Use capital letters mostly correctly for names, places, the days of the week and the personal pronoun 'I'								
Has an awareness of question marks and exclamation marks								
Segment spoken words into taught phonemes before choosing a grapheme to represent that								
Spell most Year 1 common exception words and days of the week accurately (from English Appendix 1 NC)								
Use -s and -es to form regular plurals correctly								
Use the prefix '-un' and add suffixes -ing, -ed, -er, and -est to root words								
Begin to choose and use alternative graphemes for vowel sounds e.g. ay, ai, a-e								
Write lower case and capital letters in the correct direction starting and finishing in the right place with a good level of consistency								

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Year 1 Writing Indicators								
Name:								
A Pupil Working At the Expected Standard can:								
Sequence sentences to form short narratives and non-fiction texts								
In narratives, use some appropriate story language *i.e. once upon a time, happily ever after*								
Use simple adjectives to describe								
Use the conjunction 'and' to link ideas and sentences								
Use pronouns to replace names and avoid repetition								
Use capital letters and full stops mostly correctly to demarcate the beginning and end of a sentence								
Use capital letters mostly correctly for names, places, the days of the week and the personal pronoun 'I'								
Has an awareness of question marks and exclamation marks								
Segment spoken words into taught phonemes before choosing a grapheme to represent that								
Spell most Year 1 common exception words and days of the week accurately (from English Appendix 1 NC)								
Use -s and -es to form regular plurals correctly								
Use the prefix '-un' and add suffixes -ing, -ed, -er, and -est to root words								
Begin to choose and use alternative graphemes for vowel sounds e.g. ay, ai, a-e								
Write lower case and capital letters in the correct direction starting and finishing in the right place with a good level of consistency								
A Pupil Working At Greater Depth within the Expected Standard can:								
Write simple, coherent narratives about personal experiences and those of others (real or fictional)								
Demarcate most sentences with capital letters and full stops, and use question marks correctly when required								
Use adjectives to describe (sometimes ambitious beyond their year group)								
Beginning to use a wider range of conjunctions e.g. because, so, or, but								
Use present and past tense mostly correctly								
Spell all Year 1 common exception words and days of the week accurately (from English Appendix 1)								
Spell simple compound words								