



## Year 1 | Writing Indicators

### Secure in the standard

The pupil can:

#### Composition – overall effect

After discussion with the teacher:

Write sentences by saying aloud what they are going to write

Write sentences that are sequenced to form a short narrative (real or fictional)

- Use the sequence of existing stories
- Use sequencing language that may be modelled by the teacher, e.g. first, then, after that

Use some features of different text types

- in narrative: include story language, e.g. Once upon a time, One day, repeated refrains
- in non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next

#### Composition – sentences

Use simple sentence structures

*Najma has a new bike.*

Use adjectives to describe

*The cheeky monkey ate the ripe fruit.*

Write sentences using the conjunction *and* to join clauses

*The kitten sat on the rug and she went to sleep.*

#### Punctuation (using mostly correctly):

Use capital letters to demarcate the beginning of some sentences

Use full stops to demarcate the end of some sentences

Use capital letters for some proper nouns

Use exclamation marks or question marks to demarcate the end of some sentences

#### Spelling

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

Spell most Year 1 common exception words

[English Appendix 1](#)

Use -s and -es to form regular plurals correctly

Use suffixes -ing, -ed, -er and -est to change root words where no change is required to the root word mostly correctly

Spell most words with prefixes correctly

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#### Handwriting

Form 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 their writing

Use spacing between words



## Year 1 Writing Indicators

### Moving beyond the standard

The pupil can:

#### Composition – overall effect

**Write independently with confidence**

**Write simple, coherent narratives about personal experiences and those of others (real or fictional)**

- Generate ideas inspired by existing stories read both in class and at home

**Write about real events, recording these simply and clearly**

**Use features of the text type taught**

- in narrative: use the features of stories that they have heard, choose appropriate vocabulary (from a word bank)
- in non-narrative: use taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and opinion

#### Composition – sentences

**Use present and past tense mostly correctly**

**Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, because) to join clauses**

*We visited the common because we are learning about nature.*

*Billy wore the knitted romper but he preferred his jungle trousers.*

**Use adverbs to qualify verbs**

*Vikram added the flour carefully.*

#### Punctuation

**Demarcate sentences mostly correctly with capital letters and full stops, exclamation marks and question marks as required**

#### Spelling

**Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**

**Spell many of the Year 1 and Year 2 common exception words**

[English Appendix 1](#)

#### Handwriting

**Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**

**Use spacing between words that reflects the size of the letters**

#### Language Clarification

**some** – indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent

**many** – indicates that the statement is met frequently, but not yet consistently

**most** – indicates that the statement is generally met with only occasional errors

#### Child as a writer

Year 1 pupils should be able to demonstrate the characteristics below across all writing, and in response to a range of text types, to be judged as secure in the standard:

Can generate ideas from a stimulus, e.g. picture, prop, story, drama, visitor, visit

Can compose a sentence orally before writing it

Can re-read what they have written to check it makes sense

Can discuss what they have written with the teacher or other pupils

Can read aloud their writing clearly enough to be heard by their peers and the teacher