

Am I working towards the expected standard? Can I...

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Write for different purposes?

Can you draw and write about characters?

E.g. Gretel is a girl. She has a brother called Hansel.

Can you retell events?

E.g. a recount of a holiday, or instructions on how to get dressed.

Use simple sentence structures?

Can you use simple sentence structures?

E.g. The boy sat on the mat. The dog sat on the mat.

Write words in the correct direction?

Can you write words in the correct direction starting and finishing in the right place?

E.g. I can write neatly.

Reading aloud to check for sense?

Can you read your own writing to others to check that it makes sense?

E.g. I love riding my bike to school.



Using technology?

Can you use the keyboard to type, and the mouse to scroll through?

E.g. I can use the computer to read.

Use features of different texts?

Can you use features of different types of texts?

E.g. Using images with captions.

Use full stops?

Do you try to use full stops to end your sentences?

E.g. Jim ran away. The girl ran too.

Use capital letters?

Do you try to use capital letters for these things:

Names?

E.g. Sarah and Jim went to school.

Places?

E.g. I went to Sydney.

The Days of the Week?

E.g. We play netball on Saturday.

The Word 'I'?

E.g. Last week I went to see my nan.

Use spaces between words?

Do you try to use finger spaces between words when writing?

E.g. *I like to play sport.*

Am I working towards the expected standard? Can I...

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Use appropriate vocabulary?

Do you try to use appropriate terms in different contexts?

E.g. May I please buy an apple, banana and an orange (conversation).

The lion rested quietly, watching its prey (narrative).

Read and write high-frequency words?

Can you read and spell some high-frequency words?

E.g. my, and, is, the, went.

Sounding out words

Can you spell some words correctly when they have phonemes in them that you have learned?

E.g. p-l-ay, t-oy-s.

Use -s to form regular plurals correctly?

Can you add -s to words to spell regular plurals correctly?

E.g. The brown dog**s** ran fast.

Spell simple words using onset and rime?

Can you spell simple words by listening?

E.g. p-at, b-at, t-all.

Create and write word families?

Can you spell different word families?

E.g. h-ot, g-ot, sh-ot.

Am I working at the expected standard? Can I... (Use Year 1 writing standards)

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Write for different purposes?

Can you write imaginative texts by drawing, writing and performing?

E.g. Alice in Wonderland has blonde hair, and wears a blue dress with a pretty white bow in her hair.

Can you retell events?

E.g. a recount of a class trip, or instructions on how to brush your teeth.

Use simple text structure?

E.g. I went to the shops to buy some bananas. I ate two of them.

Can you draw simple pictures and diagrams as another form of writing?

E.g. 

Use features of different texts?

Can you use features of different types of texts?

E.g. Using numbers to show order.

Using tables of contents.

Using headings and titles.

Using images with captions.

Form lower-case and upper-case letters correctly?

Can you form your lower-case and upper-case letters in the correct direction starting and finishing in the right place?

E.g. I can write neatly. Sam is sneaky.

Can you write using the correct pencil grip?

E.g. 

Use simple and complex sentence structures?

Can you make a simple sentence a complex sentence?

E.g. "A kangaroo is a mammal. A mammal suckles its young", **to**

A kangaroo is a mammal which suckles on its mother when it's young.

Use full stops?

Can you use full stops to end your sentences?

E.g. Andrew rang his mum. She picked up the phone.

Use question marks?

Do you try to use question marks when there is a question being asked?

E.g. What are you doing over there?

Am I working at the expected standard? Can I... (Use Year 1 writing standards)

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Use nouns to complete sentences?

Can you identify what a noun is?

E.g. A nouns is a person, place or thing.

Use verbs to complete sentences?

Can you identify what a verb is?

E.g. A verb is a doing word.

Use adjectives to create meaning?

Can you identify what an adjective is?

E.g. An adjective helps to describe something.

Use adverbs to create meaning?

Can you identify what an adverb is?

E.g. An adverb describes how something is done.

Spell most common words with common letter patterns?

Can you spell one syllable words that contain known blends?

E.g. blob, stop, blew, stew.

Use morphemes to create word families?

Can you spell different word families from common morphemes?

E.g. play, plays, playing, played, playground.

Use appropriate vocabulary?

Do you try to use appropriate terms in different contexts?

E.g. May I please buy an apple, banana and an orange (conversation).

The lion rested quietly, watching its prey (narrative).

Am I working at greater depth within the expected standard? Can I...

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Write for different purposes?

Can you identify the difference between a narrative, instructions and expositions?

E.g. Once upon a time (narrative).

First, you need to add the flour (instructions).

I think that cats are better than dogs (exposition).

Form lower-case and upper-case letters correctly?

Can write legibly in the correct direction starting and finishing in the right place?

E.g. I can write neatly. Sam is sneaky.

Can you write using the correct pencil grip?

E.g.



Use commas to separate items in a list?

Can you use commas to show when writing a list?

E.g. I need to go to the shops to buy some apples, bananas, carrots and donuts.

Using joining words?

Can you use the joining words 'and', 'but', or 'so' to link ideas and sentences together?

E.g. It was hot inside **and so** I went outside **but** it was too cold.

Reading aloud to edit and check for sense?

Can you read your own writing and add, delete and change words to improve meaning?

E.g. I enjoy riding my scooter to school.

Use simple and complex sentence structures?

Can you make a simple sentence a complex sentence?

E.g. I went to the shop and I bought some lollies. I ate three of them and they were delicious.

Use features of different texts?

Can you use features of different types of texts?

E.g. Using chapters and tables of contents.

Using a glossary to access information.

Using drop down menus and links.

Use capital letters for proper nouns?

Can you use capital letters to show a proper noun?

E.g. I went to see my friend **S**arah on the weekend.

Use synonyms?

Can you use synonyms to show another way of writing a word?

E.g. hot -> boiling

cold -> chilly

Am I working at the expected standard? Can I... (Use Year 1 writing standards)

Children are confidently and independently able to meet the following aims after discussion with their teacher.

Use antonyms?

Can you use antonyms to show the opposite of something?

E.g. Andrew was feeling **happy**. He wasn't **disappointed**.

Using nouns?

Do you know the difference between the three types of nouns?

E.g. Common- chair, table, mat, cat.

Proper- Sarah, Andrew, Jim.

Pronoun- I, we, us, them.

Use prefixes?

Can you use the prefix un- correctly to show the opposite of something?

E.g. Sarah unwrapped the unusual chocolate bar.

Adding suffixes to spell words correctly?

Can you add the suffixes -ing, -ed, -er and -est to base words to spell them correctly?

E.g. I **stopped walking** down the longest road in town.

Spell all common high frequency words?

Can you spell *some* of these common exception words correctly?

sometimes	line	Tuesday
something	only	Wednesday
anything	one	Thursday
wait	brother	Friday
stay	cloudy	Saturday
able	scratch	Sunday
make	catch	
knife	batch	
thumb	hatch	
once	Monday	

Spell compound words?

Can you spell compound words correctly using digraphs, long vowels, blends and silent letters to spell one and two syllable words?

E.g. I looked for the **ladybird** behind the **bookshelf** and under the **armchair**.