



YEAR ONE			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. After discussion with the teacher, they can:</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> Beginning to form many lower-case letters in the correct direction, starting and finishing in the right place. Knows which letters to form in similar ways. Use phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. 	<ul style="list-style-type: none"> In most writing, lower case letters are correct in size and formation, distinguishing between ascenders and descenders. Write from memory simple dictated sentences, including words using the GPCs and common exception words taught so far. Begin to use new suffixes (ing, ed, er) and the prefix 'un'. 	<ul style="list-style-type: none"> Forms letters confidently with most accurate in shape and size, including capital letters and digits. Spell words containing each of the 40+ phonemes taught. Accurate spelling of common exception words (Y1 list), including days of the week. Use common suffixes where there is no change to the spelling of the root word (quicker, quickest, helping, helped)
Composition	<ul style="list-style-type: none"> Understand what a sentence is and recognises sentences in reading. Use some predictable and patterned language in own writing drawn from reading and role play. Write sentences to match pictures or sequences of pictures, illustrating an event; re-read what is written to check it makes sense. Write a simple recount of a real event. 	<ul style="list-style-type: none"> Use a range of story language in their own writing. Write a simple, short narrative, structured into 3 parts. Describe a noun using appropriate adjectives. Begin to use simple planning tools to support structure. Begin to experiment with word choice and sentence openers. Discuss what has been written with a teacher. 	<ul style="list-style-type: none"> Follow a simple plan to sequence sentences, forming short narratives, rereading what has been written to check it makes sense. Structure different styles of writing, using some features of the given form. Make conscious word choices, including for description, with some use of comparative and superlative adjectives. Read aloud their writing to teachers and peers.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Separate words with spaces. Begin to use capital letters accurately, including for the beginning of sentences and names. Write some sentences correctly demarcated with a full stop. Write in first person using a capital letter for the personal pronoun 'I'. 	<ul style="list-style-type: none"> Experiment with varied punctuation such as exclamation and question marks. Write in sequence using words to signal time (e.g. first, next, after that, finally) Maintain past tense in writing. Recognise nouns as names for objects, people and places and use them appropriately. Understand the job of an adjective. 	<ul style="list-style-type: none"> Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use capital letters, full stops, exclamation marks and question marks to demarcate sentences Use conjunctions such as 'and' to join clauses. Write in the past and the present tense. Recognise verbs, including regular and irregular, as action words and use them correctly (jump/jumped, take/took)
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	<ul style="list-style-type: none"> Independently structure writing by ordering sequence of events with use of words like first, next, after, finally. Use conjunctions such as 'and'. Make considered word choices, using adjectives. Use specific features when writing for different purposes (i.e. numbered points) 	<ul style="list-style-type: none"> Independently choose to expand ideas and sentences using conjunctions such as 'and'. Independently choose to add detail, using a variety of adjectives appropriately to enhance writing. Recognise statements, questions and explanations. Apply a range of new vocabulary from reading to writing. Make simple edits and corrections after discussion with the teacher. 	<ul style="list-style-type: none"> Independently structure own writing based on a simple plan, using patterns and language from familiar stories. Make precise choices, thinking about the reader. Choose to expand ideas with simple conjunctions (and, but, so, or, because) and descriptive language. Apply the spelling rule for adding '-s' '-es' Use the full range of punctuation taught in Y1.