

End of Year 1 Writing Objectives

Writing - Composition

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To write with purpose	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.
To use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<p>There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb).</p> <p>Writing may include some of the features listed.</p> <p>Structure and help may be required</p>	When reminders are provided, well-chosen descriptive language is used.
To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense • Use the correct tenses. • Organise writing in line with its purpose. 	<p>There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.</p> <p>Tenses are used inconsistently.</p> <p>When help and structure are provided, writing is organised in line with its purpose.</p>	<p>Writing generally makes sense to the reader.</p> <p>Tenses are generally used correctly.</p> <p>Writing is generally organised appropriately.</p>

To use sentences appropriately	<ul style="list-style-type: none"> • Sequence sentences to form a clear narrative. • Join sentences with conjunctions and connectives. • Vary the way sentences begin 	<p>When help or structure is provided, writing includes a number of related sentences.</p> <p>When help or structure is provided, sentences are linked with conjunctions and connectives.</p> <p>When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.</p>	<p>When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.</p> <p>When reminders are provided, sentences are linked with a good range of conjunctions and connectives.</p> <p>When reminders and ideas are provided, sentences begin in a variety of ways.</p>
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To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<p>When guides or prompts are provided, writing includes more than one idea or step.</p>	<p>When reminders are provided, ideas are split into paragraphs.</p> <p>Paragraphs contain clearly related information.</p>
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Writing - Transcription			
Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To present neatly	<ul style="list-style-type: none"> • Begin to form lower-case letters correctly and of consistent size. • Form capital letters correctly and of consistent size. • Form digits 0–9 correctly and of consistent size. • Begin to join some letters. • Use spacing between words that reflects the size of the letters. 	<p>When help and support are provided, some letters and digits are beginning to show correct formation.</p> <p>When help and support are provided, words are beginning to be spaced appropriately.</p> <p>There may be inconsistencies in the size of letters.</p> <p>When help and support are provided, some letters are joined.</p>	<p>Letters and digits are generally formed correctly and consistently.</p> <p>Words are usually spaced appropriately.</p> <p>Some letters are joined</p>

<p>To spell correctly</p>	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words. • Add prefixes and suffixes. • Use the possessive (singular) apostrophe. • Distinguish between homophones and near-homophones 	<p>When help is provided, some of the 40+ learned phonemes are applied in writing.</p> <p>Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly.</p> <p>Both -s and -es are beginning to be used for plurals.</p> <p>Apostrophes may sometimes be used.</p> <p>Common homophones are sometimes confused and so misspelled.</p>	<p>Most of the 40+ learned phonemes are applied correctly in writing.</p> <p>Most of the common exception words are spelled correctly.</p> <p>Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used.</p> <p>When reminders of the rules are provided, the possessive apostrophe is used correctly.</p> <p>Common homophones are generally distinguished and so spelled correctly</p>
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<p>To punctuate accurately</p>	<ul style="list-style-type: none"> • Begin to use a capital letter for the names of people, places, the days of the week and I. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use subordination (when, if, that, because). • Use coordination (or, and, but). 	<p>When word banks and reminders are provided, capital letters are beginning to be used appropriately.</p> <p>When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.</p> <p>When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.</p>	<p>When reminders are provided, capital letters are generally used appropriately.</p> <p>When reminders are provided, most sentences are punctuated and include a range of punctuation.</p> <p>Apostrophes for the contracted form of words are generally used correctly.</p> <p>Subordination and coordination are generally used in writing.</p>
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Writing – Analysis and Presentation

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To analyse writing	Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	When help is provided, some of the terminology listed is beginning to be used correctly. Some of the features listed can be identified in questions about writing.	When reminders are provided, most of the terminology listed is used correctly. Most of the features listed can be identified in questions about writing.
To present writing	<ul style="list-style-type: none"> • Read aloud clearly enough to be heard by peers and the teacher. • Read aloud with some intonation. 	When support and encouragement are given, reading aloud is audible to others. When support and encouragement are given, there is some intonation when reading aloud.	When reminders are provided, reading aloud is clear and audible to others. There is generally good intonation.