

# Ottershaw CofE Infant & Junior Schools

## Year 1 Writing Grid

WORKING AT YEAR END EXPECTATIONS						
<b>TRANSCRIPTION:</b>						
Children can:						
<ul style="list-style-type: none"> <li>Spell some of the Year 1 common exception words</li> </ul>						
<ul style="list-style-type: none"> <li>Spell days of the week</li> </ul>						
<ul style="list-style-type: none"> <li>Add –s or –es to words e.g. girls, matches, dogs, , jumps, catches</li> </ul>						
<ul style="list-style-type: none"> <li>Use the prefix un- e.g. unhappy, ungrateful,</li> </ul>						
<ul style="list-style-type: none"> <li>Spell some common regular noun and verb suffixes: -ing, -er, -ed, -est</li> <li>when there is no change to spelling of root word</li> </ul>						
<ul style="list-style-type: none"> <li>Spell some simple compound words e.g. bedroom, football</li> </ul>						
<b>HANDWRITING</b>						
Capital letters should be correct size and orientation and clearly distinguishable from lower case letters.						
Use consistent spacing between words						
Lower case letters generally formed and orientated correctly.						
Accurately form digits 0-9						
<b>COMPOSITION</b>						
Show some control over word/events through composing sentences orally before writing						
Children can write a simple sentence						
Children can write sentences in sequence to form short narratives						
Attempt simple, familiar forms ( e.g. recounts, simple stories )						
Children re-read what they have written to check that it makes sense						
<b>VOCABULARY AND GRAMMAR</b>						
Children can use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets)						
Demarcate most sentences with capital letters and full stops mostly accurately						
Use extended simple sentences (e.g. including adverbs and adjectives e.g. ran quickly, bad wolf, big dog) to add interest						
Begin to punctuate a sentence with question mark and exclamation marks						
Use capital letters for some proper nouns (e.g. people, places , days of they week, personal pronoun ‘I’ )						
<b>MASTERY(GREATER DEPTH)</b>						
<b>VOCABULARY AND GRAMMAR</b>						
Use more simple conjunctions (e.g. but, so to) connect clauses						
Use extended simple sentences (e.g. including adverbs and adjectives) to add interest						
More consistent use of capital letters, full stops, question mark and exclamation marks						
<b>SPELLING AND HANDWRITING</b>						
Able to spell most of the Y1 common exception words accurately						
Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/a-e)						
Forming lower case letters in the correct direction starting and finishing in the correct place						
Forming lower case letters of the correct size relative to one another						
<b>COMPOSITION</b>						
Begin to understand different sentence types e.g. statement, question, exclamation and command.						
Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)						
Ideas show some development within sections of writing						

