

Name:
SEND/EI

Year group joined/date:
PP: Yes/No

English Composition

| | Year 1 Developing | Year 1 Expected | Year 1 Greater Depth |
|--|--|---|---|
| PLANNING | Use pictures to plan out a simple story. Orally rehearse, with a teacher or a partner what they are going to write about (orally use language such as once upon a time, and, then, next) | Orally rehearse, with a teacher or a partner what they are going to write about (orally use language such as one day..., after, because, in the end, suddenly) | |
| DRAFT and WRITE including vocabulary, grammar and punctuation engaging with the appropriate terminology | Write simple labels, phrases and sentences which can be read by themselves and others (phonetically plausible and using HFWs appropriately at relevant phase and with spaces between words) | Sequence sentences to form short narratives which show an understanding of sequencing. Join words and sentences using <i>and</i> <i>Add a prepositional clause to explain where the action is happening e.g (Little Max ran upstairs to his bedroom.)</i> | Write a short story or series of events related to learning in other subjects such as science, history and geography. Use words other than 'and' and 'then' to join ideas together. Be confident in changing the way sentences start. |
| | Begin to punctuate simple sentences using a capital letter and a full stop Use a capital letter for their name and the personal pronoun 'I' | Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week and personal pronoun 'I' | Securely use capital letters and full stops, question mark or exclamation marks. |
| | Begin to use the terminology: Finger spaces Letter Word Sentence Full stops Capital letter | Use and identify the terminology: Finger spaces Letter Word Sentence Full stops Punctuation Capital letter Question mark Exclamation mark | Begin to understand and recognise singular and plural |
| Character | Create a character for a story | Write simple sentences to describe a character | |
| Setting | Talk about their own settings for a story | Include a setting in their story | |
| Plot | Create a story map to retell a familiar story using the main parts of the plot | Write a story with a clear beginning and end | |

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| Non Fiction | Explain whether their writing is fiction or non-fiction | Use simple headings where appropriate | |
| EVALUATE and EDIT | Talk to the teacher about what they have written | <p>Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing</p> <p>Re-read what is written to check that it makes sense</p> | |
| HANDWRITING | <p>Sit correctly at a table, holding a pencil correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form at least a capital letter for their name</p> <p>Form digits 0-9</p> | <p>Understand which letters belong to which 'handwriting family'</p> <p>Form lower case letters of the correct size relative to each other</p> <p>Use spacing between words that reflects the size of the letters</p> | Be consistent in the use of lower case and capital letters. |