

## Year 1 writing descriptors

<b>B</b>	No less than 4 marks in the FLAG BOX (if less than 4 look at the Year group below)
<b>B+</b>	A few criteria for <b>within</b> complete with most/ all of the FLAG BOX.
<b>W</b>	<b>RED BOLD STATEMENTS MUST BE TICKED + at least 3 more statements.</b>
<b>W+</b>	<b>BLUE BOLD STATEMENTS MUST BE TICKED</b> + a minimum of half of the criteria for <b>within</b> complete (statements must be ticked under each heading)
<b>S</b>	Nearly all of the criteria for <b>within</b> complete (must be spread across different headings)
<b>S+</b>	All criteria for <b>within</b> mastered with aspects of <b>secure plus</b> increasingly evident in all genres of writing

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Letters of their own name are written correctly and in the right order			
Children have made phonetically plausible attempts at some words			
Single letter shapes are <b>mostly</b> correctly formed and orientated			
Children can write a sentence with some adult support (not copying sentences adults have written)			
Writing starts in the right place on the page			
Pencil grip is accurate			
Taught phonemes are secure (All Set 1 RWI sounds)			
<b>STOP – CAN YOU LEVEL WITHIN?</b>			
<b>If a child is <u>within</u> national curriculum expectations you will see -</b>			
<b>Spelling</b>			
Phonetically plausible attempts at common exception words (said, was, come)			
Sounds in words (containing phonemes already taught- Set 2 RWI) encoded correctly			
Sounds in words (containing phonemes already taught- Set 2+ 3 RWI) encoded correctly			
Can spell most of the common red words (RWI) correctly			
Strategies used to divide a word into syllables to aid spelling			
Attempts to differentiate between lower case and upper case letters			
A short sentence dictated by the teacher (including GPCs and common exception words) written from memory			
Use of the simple plural for nouns (s and -es)			
Days of the week spelt correctly			
Correct addition of prefixes and suffixes (-un, -ed, -er, -ing, -est)			
Can spell some contractions (can't, I'm)			
<b>Handwriting</b>			
Letters are correctly orientated			
Letters start and finish in the correct place			
All capital letters are correctly formed			
Children join some letters			
<b>Grammar and Punctuation</b>			
Use of simple adjectives to describe nouns			
Most capital letters formed correctly			

Use of 'and' 'but' and 'so' to join sentences			
Starting to use some subordinating conjunctions 'because' 'when' 'if'			
Mostly accurate use of capital letters and full stops			
Increasingly accurate attempts to use question marks			
Use of simple regular verb tenses correctly within sentences -(ing and -ed)			
Use of capital letters for proper nouns and the pronoun 'I'			
Use of exclamation marks for exclamations			
Use of question marks for questions			
An understanding of age appropriate grammatical terminology (see NC)			
<b>Composition</b>			
Accurate sentence composed orally before writing			
Sentences sequenced to form short narratives (using different methods of sequencing)			
Re-reading sentences independently and self- correcting			
Clear reading aloud of own written sentences			
Use of simple prepositional language to describe			
Writing will include several linked sentences that stay on task to develop ideas			
Writing is organised into sections			
Narrative writing includes features e.g. beginning, middle and end			
Non-fiction writing includes features e.g. title, sub-headings			
Independently able to write in different genres and start to use some of their features e.g. instructions, recounts, stories, poems			
<b>If a child is <u>secure</u> + at national curriculum expectations you will see -</b>			
Increasingly complex sentences rehearsed orally and transcribed mostly accurately (often with a conjunction to join and the use of different words to open a sentence)			
Addition of detail following an edit and review process			
Common exception words spelt correctly most of the time (see national curriculum appendix for Y1 words)			
Use of letter names to distinguish between alternative spellings of the same sound and recognise different ways to represent the same phoneme e.g. a_e, ai, ay and choose these for spelling			
Ability to add and use common prefixes (un) and suffixes (est, er) when no change is needed in the spelling of root words			
Common compound words spelt correctly			
Writing from memory more complex sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			
Clear reading aloud of written sentences with expression and emphasis			
Use of a variety of means to close a sentence			
Use of a growing range of different conjunctions to open and join ( simple time adverbs, co-ordinating and sub-ordinating conjunctions)			
A longer piece of written work (one page of wide lined A4) that stays on task and shows an awareness of how to include detail to interest the reader			