



Age Related Expectations

Year 1 – Writing

Key performance indicator (KPIs)	Performance standard
<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Writes sentences by:</p> <ul style="list-style-type: none">□ sequencing sentences to form short narratives; and□ re-reading what has been written to check that it makes sense. <p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Names the letters of the alphabet in order.</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the common exception words taught so far.</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.</p> <p>A child can:</p> <ul style="list-style-type: none">□ sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;□ read back words that have been spelt;□ spell some words in a phonically plausible way, even if sometimes incorrectly;□ write simple dictated sentences that include words taught so far;□ demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and□ recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.