



End of Y1 – Working towards the expected standard

Name: _____

| The pupil can... | | | | | | | |
|--|--|--|--|--|--|--|--|
| sit correctly at a table, holding a pencil comfortably and correctly | | | | | | | |
| begin to form lower-case letters in the correct direction, of the correct size, families, relative to one another and starting/finishing in the right place in some of their writing | | | | | | | |
| name letters of the alphabet | | | | | | | |
| use phonic knowledge to write words in ways which match their spoken sounds | | | | | | | |
| compose a sentence orally before writing it | | | | | | | |
| write sentences that can be read by themselves and others | | | | | | | |
| spell some/most irregular common words | | | | | | | |
| segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others | | | | | | | |

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| The pupil can... | | | | | | | |
|---|-------------------|--|--|--|--|--|--|
| accurately punctuate some sentences using | capital letters | | | | | | |
| | full stops | | | | | | |
| | questions marks | | | | | | |
| | exclamation marks | | | | | | |
| join phrases using conjunctions such as <i>and but</i> | | | | | | | |
| join simple clauses using conjunctions such as <i>and but</i> | | | | | | | |
| sequence clauses to form short narratives | | | | | | | |
| use capital letters for names of people, places, days of the week, and the personal pronoun, 'I' | | | | | | | |
| leave spaces between words | | | | | | | |
| pluralise regular nouns using suffixes –s or –es <i>e.g dog, dogs, wish, wishes</i> | | | | | | | |
| add suffixes to verbs where no change is needed in the root word <i>e.g helping, helped, helper</i> | | | | | | | |
| use the prefix, 'un' to change the meaning of verbs and adjectives <i>e.g untie, unkind</i> | | | | | | | |
| spell words containing some of the 40+ phonemes taught | | | | | | | |
| spell common exception words and days of the week | | | | | | | |

End of year 1 – Working at greater depth within the expected standard

| The pupil can... | | | | | | | |
|--|--|--|--|--|--|--|--|
| use letter names to distinguish between alternative spellings of the same sound | | | | | | | |
| begin to use ! and ? accurately | | | | | | | |
| use the prefix -un | | | | | | | |
| use suffixes such as –ing, –ed, –er, and –est where no change is needed | | | | | | | |
| use spelling rule to add –s or –es as the plural marker for nouns and third person singular marker for verbs | | | | | | | |
| begin to use a range of adjectives and verbs appropriately | | | | | | | |