

Year 1 - End of Year Writing Targets

Working Towards the expected standard							
		1	2	3	4	5	6
The pupil can write for a range of purposes and audiences.							
• sit correctly at a table, hold a pencil comfortably and correctly							
• form capital letters and digits 0 – 9							
• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)							
• separation of words with spaces							
• sit correctly at a table, hold a pencil comfortably and correctly							
Introduction to	Capital letters						
	Full stops						
• spelling most of the EYFS tricky words							
• spelling some Year 1 common exception words							
• begin to form lower-case letters in the correct direction, starting and finishing in the right place							
Expected Standard							
• spell words containing each of the 40+ phonemes already taught							
• spell most common exception words							
• spell the days of the week							
• write from memory simple dictated sentences inc the words taught so far							
• combining words to make sentences							
• write sentences: saying out loud what they are about to write and composing a sentence orally before writing it. (E.g. think, say, write)							
• sequencing sentences to form short narratives							
• write sentences: re-reading what they have written to check that it makes sense & discuss what they have written with the teacher or other pupils							
Use mostly correctly	• begin to punctuate sentences using a capital letter, full stop, question or exclamation mark						
	• recognise when to use a question or exclamation mark						
Use some correctly	• use capital letters for names of people, places, days of the week and the personal pronoun ‘I’						

	<ul style="list-style-type: none"> • using joining words such as 'and' to join clauses. 						
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Working at Greater Depth						
	1	2	3	4	5	6
• Writing a range of compound sentences with 95% spelling accuracy.						
• consistently punctuates sentences using a capital letter, full stop, question or exclamation mark						
• using letter names to distinguish between alternative spellings of the same sound. (e.g. ee, ea)						
• use the prefix un- to change the meaning of verbs and adjectives						
• adding the suffixes -ing, -ed, -er and -est onto root words						

NB: Before moving to the next standard ALL objectives must be highlighted in the previous standard.