**WRITING PROGRESS TRACKER**

**YEAR 1 TARGETS 2022-23**

**Working at the expected standard**

Year 1 writers working at the expected standard use and apply the Year 1 expectations independently without prompting. They have grasped the concept of a sentence. They can write a sequence of sentences that make sense and have a capital letter and the appropriate end punctuation. They can write a simple narrative which has a beginning, middle and end and recount an experience in chronological order with confidence. They automatically rehearse sentences before writing and can retell a number of simple stories in complete sentences, using narrative language. They use time adverbs and can choose a meaningful adjective to add detail to writing. They can add information to sentences by using taught conjunctions. They apply the phonics taught in Year 1 to aid spelling and spell most of the common exception words. Pencil grip is correct and most lower case letters are formed and oriented correctly.

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|  |  | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| 1 | I have grasped the concept of a sentence. |  |  |  |  |  |  |
| 2 | I can write a short sequence of sentences that make sense. |  |  |  |  |  |  |
| 3 | I can write a simple narrative with a beginning, middle and end. |  |  |  |  |  |  |
| 4 | I can compose a sentence orally before writing it. |  |  |  |  |  |  |
| 5 | I can re-read my writing and make some simple changes. |  |  |  |  |  |  |
| 6 | I can use ‘and’ to join ideas. |  |  |  |  |  |  |
| 7 | n/a |  |  |  |  |  |  |
| 8 | I know that sentences start with a capital letter and there is evidence of this in my writing. |  |  |  |  |  |  |
| 9 | I know when to use full stops and there is evidence of this in my writing. |  |  |  |  |  |  |
| 10 | I know when to use a question mark and there is evidence of this in my writing. |  |  |  |  |  |  |
| 11 | I know when to use an exclamation mark and there is evidence of this in my writing. |  |  |  |  |  |  |
| 12 | I can use capital letters for names and for ‘I’. |  |  |  |  |  |  |
| 13 | I can select adjectives which match the nouns in my writing, e.g. ‘the red tractor’ or ‘a cute puppy’. |  |  |  |  |  |  |
| 14 | I can sit correctly at a table, holding a pencil comfortably and correctly (using a pencil grip if necessary). |  |  |  |  |  |  |
| 15 | I know how to form lower case letters correctly, starting and finishing in the right place. |  |  |  |  |  |  |
| 16 | I know how to form capital letters correctly, starting and finishing in the right place. |  |  |  |  |  |  |
| 17 | I know how to form the digits 0-9 correctly, starting and finishing in the right place. |  |  |  |  |  |  |
| 18 | I can separate words using finger spaces. |  |  |  |  |  |  |
| 19 | I can name all the letters of the alphabet in order. |  |  |  |  |  |  |
| 20 | My spelling is phonetically plausible for words containing the 40+ phonemes already taught. |  |  |  |  |  |  |
| 21 | I can add common suffixes (e.g. s, es, ing, ed, er, est) and common prefixes (e.g. un) to words. |  |  |  |  |  |  |
| 22 | I can spell most of the 45 common exception words from the Year 1 framework. |  |  |  |  |  |  |

**Working at greater depth**

Year 1 writers working at greater depth use and apply the Year 1 learning independently in different contexts. They write recounts, which are chronologically organised, related to other curriculum areas – history, geography, science, R.E. Writing follows a logical order, linking events and ideas. They write narratives using some of the key narrative language from stories they know. They can open a narrative by describing a character rather than writing about an event and narratives have a clear opening, middle and ending. They can sustain the writing of longer texts which hold the interest of the reader. Sentences are accurately constructed with capital letters and the correct end punctuation to indicate statements, questions or exclamations. They write more extended sentences experimenting with different conjunctions and different ways of starting sentences – pronouns rather than nouns, adverbs. They actively seek and use new words in their writing, including precisely chosen nouns and adjectives and technical words as appropriate. These writers make plausible attempts at spelling new words, using the phonic knowledge from Year 1. They also spell the common exception words from Year 1 and beyond accurately. Letters are correctly formed and oriented with ascenders and descenders and capital and lower case letters evident.

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