

# Year 1

## Writing Assessment Indicators

### Autumn

- Sometimes uses capital letters and full stops (*demarcate sentences*). **(1)**
- Correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- To begin to apply taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- To begin to spell the taught common exception words aligned to our phonics/reading progression document. **(7)**
- To know and use letter names to distinguish between alternative spellings of the same sound. **(8)**
- Sits correctly at a table and holds the pencil appropriately. **(11)**
- To begin to form capital letters correctly (*but size may vary.*) **(12)**
- Leave spaces between words. **(13)**
- Begin to use capital letters for names of people, places and personal pronoun I. **(17)**
- Begin to use the simple past tense correctly. **(18)**
- Begin to use the simple present tense correctly. **(19)**
- Talks about/discusses what they are going to write and can compose a sentence orally before writing it. **(20)**
- Use some adjectival descriptive language (*e.g. colour, size and simple emotion*). **(21)**
- Begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- Begin to read own writing aloud and discuss what they have written with others (*peers or teachers*). **(25)**

### Spring

- Mostly uses capital letters and full stops (*demarcate sentences*). **(1)**
- Correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- Apply some taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- Spell the taught common exception words aligned to our phonics/reading progression document. **(7)**
- Spell the days of the week correctly. **(10)**
- Sometimes form capital letters correctly (*but size may vary.*) **(12)**
- Join words and clauses using 'and' (*'because' for greater depth*) to create multi-clause sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use some question marks to demarcate question sentences. **(16)**
- Uses capital letters for names of people, places and personal pronoun I. **(17)**
- Use the simple past tense correctly. **(18)**
- Use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language (*e.g. colour, size and simple emotion*). **(21)**
- Begin to re-read writing to check it makes sense and make some corrections to it. **(22)**
- Begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- Begin to write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and discuss what they have written with others (*peers or teachers.*) **(25)**

### Summer

- Uses capital letters and full stops (*demarcate sentences*). **(1)**
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC (*secure at Phase 5 or equivalent.*) **(2)**
- Correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- Apply taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- Spell the taught common exception words aligned to our phonics/reading progression document. **(7)**
- Use root words and endings (*prefixes and suffixes: -s, -es, un, -ing, -ed, -er, -est Appendix 1.*) Know the vocabulary singular and plural. **(9)**
- Forms capital letters correctly (*but size may vary.*) **(12)**
- Join words and clauses using 'and' (*'then', 'because' for greater depth*) to create multi-clause sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use question marks to demarcate question sentences. **(16)**
- Use the simple past tense correctly. **(18)**
- Use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language (*e.g. colour, size and simple emotion*). **(21)**
- Re-reads writing to check it makes sense and makes some corrections to it. **(22)**
- Construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- Write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and discuss what they have written with others (*peers or teachers.*) **(25)**

### Working at Greater Depth Autumn

- Make careful choices of adjectives, seeking new words
- Join words and clauses using 'and' to create compound sentences within independent writing
- Independently structure oral retells and begin to independently structure writing by ordering sequence of events with use of time adverbs: first, next, after, then

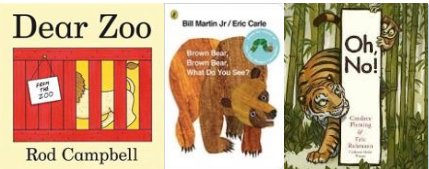

### Working at Greater Depth Spring

- Independently structure writing by ordering sequence of events of time adverbs: first, next, after, then
- Expand by including more instructional features e.g. a list of equipment
- Independently choose to use and apply vocabulary gathered from reading
- Sustain the writing of longer texts, considering and holding the interest of the reader when making vocabulary choices
- Make simple edits and corrections to own writing after discussion with the teacher
- Distinguish between a statement and a command

### Working at Greater Depth Summer

- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing
- Evaluate the impact of writing on the reader
- Actively seek and use new words in their writing, including precisely chosen vocabulary.
- Make simple edits and corrections to own writing after discussion with the teacher
- Distinguish between a statement and a command
- Expand by including more instructional features e.g. a list of equipment, introductory statement

Year 1  
Autumn 1

Text Choice			Teacher model text	
Writing CAP	<p><b>Context:</b> Description of a character with a 'lift the flap' as the answer  <b>Audience:</b> Mrs Maddison  <b>Purpose:</b> To help the reader to guess the character</p>	<p><b>Context:</b> Sequence and orally retell a familiar story  <b>Audience:</b> Reception  <b>Purpose:</b> To engage through repetitive phrases</p>	<p><b>Context:</b> A description of an illustration  <b>Audience:</b> Parents  <b>Purpose:</b> To say what is happening in part of a story</p>	<p><b>Context:</b> Simple recount matching sentences to pictures  <b>Audience:</b> A classmate/event organiser  <b>Purpose:</b> To recall events from a trip or visit</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>Orally compose sentences about a character</li> <li>Write simple sentences</li> <li>Begin to use capital letters and full stops for some sentences</li> <li>Separate words with finger spaces</li> <li>Form many of the lower-case letters correctly.</li> <li>Begin to form capital letters correctly</li> <li>Know that adjectives can be used to add description to an object or person</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4)</li> <li>Use known tricky words in writing</li> <li>Begin to use the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell a familiar story</li> <li>Use predictable or repeated phrases</li> <li>Use language which they have identified from their reading</li> <li>Use images to sequence a familiar story</li> <li>Speak in simple sentences to form a short narrative</li> <li>Begin to orally use the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose a sentence about an illustration from a book.</li> <li>Use language which they have identified from their reading</li> <li>Write simple sentences</li> <li>Begin to use capital letters and full stops for some sentences</li> <li>Separate words with finger spaces</li> <li>Form many of the lower-case letters correctly.</li> <li>Begin to form capital letters correctly</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4)</li> <li>Use known tricky words in writing</li> <li>Begin to use the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Order/sequence pictures of an event</li> <li>Orally compose sentences to match pictures, explaining what they did</li> <li>Write sentences to match pictures, explaining what they did</li> <li>Begin to use a capital letter for the personal pronoun I</li> <li>Separate words with finger spaces</li> <li>Use capital letters and full stops for some sentences</li> <li>Know that adjectives can be used to add description to an object or person</li> <li>Correctly form all lower-case letters</li> <li>Begin to form capital letters correctly</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4)</li> <li>Use known tricky words in writing</li> <li>Begin to use the past tense</li> <li>Begin to read own writing aloud and discuss what they have written with others</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>Add additional detail by joining words and clauses using the conjunction 'and'</li> <li>Make careful choices of adjectives, seeking new words</li> </ul>	<ul style="list-style-type: none"> <li>Orally add additional detail by joining words and clauses using the conjunction 'and'</li> <li>Make careful choices of adjectives, seeking new words</li> <li>Independently structure oral retells by ordering sequence of events with use of time adverbs: first, next, after, then</li> </ul>	<ul style="list-style-type: none"> <li>Add additional detail by joining words and clauses using the conjunction 'and'</li> <li>Make careful choices of adjectives, seeking new words</li> </ul>	<ul style="list-style-type: none"> <li>Independently structure oral retells by ordering sequence of events with use of time adverbs: first, next, after, then</li> <li>Join clauses by using the conjunction 'and'</li> <li>Make careful choices of adjectives, seeking new words</li> </ul>

Year 1  
Autumn 2

Text  
Choice



Teacher model text

Fireworks by Gervase Phinn  
Christmas by Gervase Phinn

Writing  
CAP

**Context:** Simple retell of a part of a story  
**Audience:** Reception  
**Purpose:** To entertain younger children and introduce them to characters

**Context:** Information text about an animal (with consistent use of present tense)  
**Audience:** Parents  
**Purpose:** To inform parents about an animal we have learnt about

**Context:** An acrostic poem that links to a given theme (e.g. winter, tigers, lions)  
**Audience:** Year 2  
**Purpose:** To entertain older children and describe a theme to them

Expected Standard Focus

- Orally rehearse the whole story using a story map
- Retell a part of the story, using the story map to support
- Use the third person within a sentence
- Write simple sentences
- Describe using simple adjectives
- Use language which they have identified from their reading
- Write simple sentences to form a short narrative
- Begin to construct a simple piece of writing with a linear structure: beginning, middle and end.
- Separate words with finger spaces
- Use capital letters and full stops for some sentences
- Begin to use capital letters for names of characters
- Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and beginning to use Phase 5)
- Use known tricky words in writing
- Begin to use the past tense
- Begin to read own writing aloud and discuss what they have written with others
- Begin to re-read writing to check it makes sense and make some corrections to it.

- Use the features of a report (title, pictures, labels)
- Orally compose sentences to give information about an animal
- Use appropriate adjectives to describe
- Write simple sentences to form a short report
- Separate words with finger spaces
- Use capital letters and full stops for some sentences
- Begin to use capital letters for names of characters
- Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and beginning to use Phase 5)
- Use known tricky words in writing
- Use the present tense
- Begin to read own writing aloud and discuss what they have written with others
- Begin to re-read writing to check it makes sense and make some corrections to it.

- Use letter names and sounds to find words beginning with a specific letter
- Ensure that the first letter in each line spells out a word
- Link each line of the poem to the given theme
- Ensure that the first letter in each line spells out a word.
- Use commas to end each line apart from the last, which should end with a full stop.
- Orally compose each line before writing
- Separate words with finger spaces
- Use adjectives to add description about the theme
- Correctly form all lower-case and capital letters
- Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and beginning to use Phase 5)
- Use known tricky words in writing
- Begin to read own writing aloud and discuss what they have written with others
- Begin to re-read writing to check it makes sense and make some corrections to it.

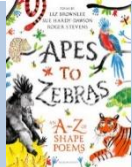
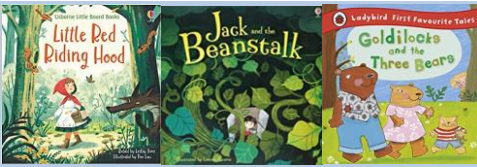
Stretch

- Add additional character description, making careful choices of adjectives and seeking new words
- Join clauses by using the conjunction 'and'

- Join clauses by using the conjunction 'and'
- Include new vocabulary from reading and research
- Include an opening statement

- Extend each line using additional detail, joining words and clauses using the conjunction 'and'
- Add further description within their poem making careful choices of adjectives, seeking new words
- Show an awareness of reader



		Year 1			
		Spring 1			
Text Choice	 <p>What is he? by Liz Brownlee The Shape of a Poem by Chris Odgen Family Tree – Damien Harvey Word Whirls – John Foster</p>				
Writing CAP	<p><b>Context:</b> Shape poem/calligram <b>Audience:</b> Year 2 <b>Purpose:</b> To entertain younger children</p>	<p><b>Context:</b> A setting description using accurate punctuation <b>Audience:</b> Reception <b>Purpose:</b> To entertain the reader using traditional story language</p>	<p><b>Context:</b> Persuasive note <b>Audience:</b> The main character <b>Purpose:</b> To convince the character to do or not do something</p>		
Expected Standard Focus	<ul style="list-style-type: none"> <li>Present the poem in the shape of the object which is describing (inside or around the outline)</li> <li>Link the poem to the object</li> <li>Use adjectives to add description about the object</li> <li>Orally compose each line before writing</li> <li>Separate words with finger spaces</li> <li>Correctly form all lower-case and most capital letters</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and using more of Phase 5)</li> <li>Use known tricky words in writing</li> <li>Begin to re-read writing to check it makes sense and make some corrections to it.</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell a full traditional tale, using traditional story language e.g. Once upon a time to begin the story, introducing the character and where they live, happily ever after to end the story</li> <li>Use a story map to help to retell the story</li> <li>Use the past tense mostly correctly</li> <li>Use the third person within a sentence</li> <li>Write simple sentences to form a short narrative setting description</li> <li>Describe a setting using simple adjectives</li> <li>Use capital letters and full stops for most sentences</li> <li>Begin to use capital letters for names of characters and places</li> <li>Join words and clauses using the conjunction 'and'</li> <li>Begin to use exclamation marks for exclamation sentences</li> <li>Begin to use question marks for question sentences</li> <li>Correctly form all lower-case and most capital letters</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and using more of Phase 5)</li> <li>Use known tricky words in writing</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> <li>Begin to re-read writing to check it makes sense and make some corrections to it</li> </ul>	<ul style="list-style-type: none"> <li>Orally share an opinion and listen to the opinions of others</li> <li>Write simple sentences to persuade a character</li> <li>Use To/Dear and From to structure the letter.</li> <li>Use the present tense mostly correctly</li> <li>Use capital letters and full stops for most sentences</li> <li>Begin to use exclamation marks for exclamation sentences</li> <li>Begin to use question marks for question sentences</li> <li>Join words and clauses using the conjunction 'and'</li> <li>Correctly form all lower-case and most capital letters</li> <li>Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and using more of Phase 5)</li> <li>Use known tricky words in writing</li> <li>Begin to re-read writing to check it makes sense and make some corrections to it</li> </ul>		
Stretch	<ul style="list-style-type: none"> <li>Begin to include alliteration</li> <li>Have greater awareness of the reader and audience.</li> <li>Add further description within their poem through specific adjectives, including new vocabulary from reading</li> <li>Show an awareness of reader.</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Independently choose to use and apply vocabulary from reading</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Add reasons by using the conjunction 'because'</li> <li>Independently choose to use and apply vocabulary gathered from reading.</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>		

Year 1  
Spring 2

Text  
Choice

Teacher model text



Writing  
CAP

**Context:** Simple recount linked to a personal experience  
**Audience:** A classmate/event organiser  
**Purpose:** To recall past events from a trip or visit

**Context:** A character description  
**Audience:** Year 3  
**Purpose:** To describe the character

**Context:** Instructions for getting somewhere (directions)  
**Audience:** Parents  
**Purpose:** To tell someone how to get somewhere

Expected Standard Focus

- Order at least three chronological events
- Use the first person within a sentence
- Use a capital letter for the personal pronoun I and begin to use capital letters for names of people and places
- Use the past tense mostly correctly
- Describe the place, event or objects using appropriate adjectives.
- Begin to use time adverbs to sequence the events
- Sequence sentences to form a short recount
- Use capital letters and full stops for most sentences
- Begin to use exclamation marks for exclamation sentences
- Begin to use question marks for question sentences
- Correctly form all lower-case and most capital letters
- Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and using more of Phase 5)
- Use known tricky words in writing
- Read own writing aloud clearly and discuss what they have written with others
- Begin to re-read writing to check it makes sense and make some corrections to it

- Form a character description by sequencing sentences
- Use the third person throughout
- Write consistently in the past tense
- Use root words and endings
- Use appropriate adjectives to describe characters
- Use exclamation marks for exclamation sentences
- Use question marks for question sentences
- Join words and clauses using the conjunction 'and'
- Group similar ideas together
- Use capital letters and full stops to demarcate sentences
- Use capital letters for names of characters and places
- Spell words containing all of the 40+ phonemes taught
- Spell almost all tricky words taught correctly
- Form all lower-case and capital letters correctly, with most letters accurate in shape and size
- Read own writing aloud clearly and discuss what they have written with others
- Re-read writing to check it makes sense and make some corrections to it

- Use the features of instructions (title, numbered steps)
- Use imperative verbs to start command sentences
- Use precise adjectives to describe within the steps
- Orally compose sentences to form each step
- Write simple sentences to form a short set of instructions
- Use capital letters and full stops for most sentences
- Use phonic knowledge to make phonetically plausible attempts at spelling (Phase 2, 3 and 4, and using more of Phase 5)
- Use known tricky words in writing
- Read own writing aloud clearly and discuss what they have written with others
- Begin to re-read writing to check it makes sense and make some corrections to it.

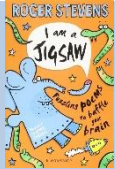

Stretch

- Independently structure writing by ordering sequence of events of time adverbs: first, next, after, then
- Independently choose to use and apply vocabulary gathered from reading.
- Join clauses by using the conjunction 'and'
- Sustain the writing of longer texts, considering and holding the interest of the reader when making vocabulary choices
- Make simple edits and corrections to own writing after discussion with the teacher

- Independently structure writing by ordering sequence of events of time adverbs: first, next, after, then
- Add own detail to the story, moving away from directly imitating the model, independently choosing to use and apply vocabulary gathered from reading.
- Join clauses by using the conjunction 'because'
- Sustain the writing of longer texts, considering and holding the interest of the reader when making vocabulary choices
- Make simple edits and corrections to own writing after discussion with the teacher



- Independently structure writing by ordering sequence of events of time adverbs: first, next, after, then
- Expand by including more instructional features e.g. a list of equipment
- Join clauses by using the conjunction 'and'
- Distinguish between a statement and a command
- Make simple edits and corrections to own writing after discussion with the teacher
- Independently choose to use and apply vocabulary gathered from reading

Year 1  
Summer 1

Text Choice			
Writing CAP	<p><b>Context:</b> Riddle poem to describe a specific noun  <b>Audience:</b> Teacher  <b>Purpose:</b> To entertain the reader and encourage them to guess the object</p>	<p><b>Context:</b> An object description  <b>Audience:</b> A classmate  <b>Purpose:</b> To describe an object</p>	<p><b>Context:</b> Simple recount in role  <b>Audience:</b> Year 2  <b>Purpose:</b> To recount something that has happened to a character in the first person.</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Use question marks for question sentences</li> <li>• Join words and clauses using the conjunction 'and'</li> <li>• Use adjectives to describe the object</li> <li>• Address the reader directly using a question e.g. What is it? Can you guess what I could be?</li> <li>• Spell words containing all of the 40+ phonemes taught</li> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Spell almost all tricky words taught correctly</li> <li>• Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>• Read own writing aloud clearly and discuss what they have written with others</li> <li>• Re-read writing to check it makes sense and make some corrections to it</li> </ul>	<ul style="list-style-type: none"> <li>• Form an object description by sequencing sentences</li> <li>• Use the third person throughout</li> <li>• Write consistently in the present tense</li> <li>• Use root words and endings</li> <li>• Use appropriate adjectives to describe objects</li> <li>• Join words and clauses using the conjunction 'and'</li> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Use capital letters for names of characters and places</li> <li>• Spell words containing all of the 40+ phonemes taught</li> <li>• Spell almost all tricky words taught correctly</li> <li>• Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>• Read own writing aloud clearly and discuss what they have written with others</li> <li>• Re-read writing to check it makes sense and make some corrections to it</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence sentences to recount something that has happened to a character</li> <li>• Use the first person throughout</li> <li>• Use root words and endings</li> <li>• Use appropriate adjectives to describe feelings</li> <li>• Write consistently in the past tense</li> <li>• Join words and clauses using the conjunction 'and' to expand and add detail</li> <li>• Use exclamation marks for exclamation sentences</li> <li>• Spell words containing all of the 40+ phonemes taught</li> <li>• Spell almost all tricky words taught correctly</li> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>• Read own writing aloud clearly and discuss what they have written with others</li> <li>• Re-read writing to check it makes sense and make some corrections to it</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.</li> <li>• Write two riddles – one in the first and one in the third person</li> <li>• Begin to use rhyming couplets</li> <li>• Actively seek and use new words in their writing, including precisely chosen vocabulary</li> <li>• Evaluate the impact of writing on the reader</li> <li>• Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.</li> <li>• Actively seek and use new words in their writing, including precisely chosen vocabulary</li> <li>• Sustain the writing of a longer piece, maintaining interest in the narrative throughout</li> <li>• Evaluate the impact of writing on the reader</li> <li>• Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Independently simply structure own writing based on the given form, using basic sequencing of ideas under simple subheadings for sections and developing sections to give detail about each aspect</li> <li>• Actively seek and use new words in their writing, including precisely chosen vocabulary</li> <li>• Join clauses by using the conjunction 'because'</li> <li>• Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.</li> <li>• Evaluate the impact of writing on the reader</li> <li>• Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>



Year 1  
Summer 2

Text Choice			
Writing CAP	<p><b>Context:</b> Report about a character using accurately demarcated sentences  <b>Audience:</b> A classmate  <b>Purpose:</b> To inform about a character from a book</p>	<p><b>Context:</b> Simple retell of a story  <b>Audience:</b> Parents  <b>Purpose:</b> To entertain the reader by having strong characterisation (good character)</p>	<p><b>Context:</b> Postcard in role as a character  <b>Audience:</b> Another character from the story  <b>Purpose:</b> To recount what has happened since the characters last met</p>
Expected Standard Focus	<ul style="list-style-type: none"> <li>Assemble information about a character, describing different aspects of the subject</li> <li>Structure writing in the form of a report (title, facts, pictures, labels, captions)</li> <li>Write consistently in the present tense</li> <li>Use root words and endings</li> <li>Join words and clauses using the conjunction 'and' to expand and add detail</li> <li>Use descriptive and technical language</li> <li>Spell words containing all of the 40+ phonemes taught</li> <li>Spell almost all tricky words taught correctly</li> <li>Use capital letters and full stops to demarcate sentences</li> <li>Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> <li>Re-read writing to check it makes sense and make some corrections to it</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative</li> <li>Form a narrative by sequencing sentences</li> <li>Construct a simple piece of writing with a linear structure: beginning, middle and end</li> <li>Use the third person throughout</li> <li>Write consistently in the past tense</li> <li>Use root words and endings</li> <li>Use appropriate adjectives to describe characters, settings and object</li> <li>Use time adverbs to sequence the events</li> <li>Use exclamation marks for exclamation sentences</li> <li>Use question marks for question sentences</li> <li>Join words and clauses using the conjunction 'and'</li> <li>Group similar ideas together</li> <li>Spell words containing all of the 40+ phonemes taught</li> <li>Use capital letters, full stops and some exclamation marks to demarcate sentences</li> <li>Use capital letters for names of characters and places</li> <li>Spell almost all tricky words taught correctly</li> <li>Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> <li>Re-read writing to check it makes sense and make some corrections to it</li> </ul>	<ul style="list-style-type: none"> <li>Write a postcard in the first person</li> <li>Sequence sentences to recount events in chronological order</li> <li>Write consistently in the past tense when recounting the events</li> <li>Use the first person throughout</li> <li>Use root words and endings</li> <li>Use time adverbs to sequence the events</li> <li>Use adjectives to describe emotions</li> <li>Use exclamation marks for exclamation sentences</li> <li>Use question marks for question sentences</li> <li>Join words and clauses using the conjunction 'and'</li> <li>Group similar ideas together</li> <li>Spell words containing all of the 40+ phonemes taught</li> <li>Use capital letters, full stops and some exclamation marks to demarcate sentences</li> <li>Use capital letters for names of characters and places</li> <li>Spell almost all tricky words taught correctly</li> <li>Form all lower-case and capital letters correctly, with most letters accurate in shape and size</li> <li>Read own writing aloud clearly and discuss what they have written with others</li> <li>Re-read writing to check it makes sense and make some corrections to it</li> </ul>
Stretch	<ul style="list-style-type: none"> <li>Independently simply structure own writing based on the given form, using basic sequencing of ideas under simple subheadings for sections and developing sections to give detail about each aspect</li> <li>Actively seek and use new words in their writing, including precisely chosen vocabulary</li> <li>Join clauses by using the conjunction 'because'</li> <li>Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.</li> <li>Evaluate the impact of writing on the reader</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories, focusing on the use of comparative and superlative adjectives</li> <li>Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing</li> <li>Evaluate the impact of writing on the reader</li> <li>Actively seek and use new words in their writing, including precisely chosen vocabulary.</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> <li>Sustain the writing of a longer piece, maintaining interest in the narrative throughout</li> </ul>	<ul style="list-style-type: none"> <li>Independently simply structure own writing based on the given form</li> <li>Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing, effectively writing using the voice of the character, showing the character's feelings in their writing</li> <li>Evaluate the impact of writing on the reader</li> <li>Actively seek and use new words in their writing, including precisely chosen vocabulary.</li> <li>Make simple edits and corrections to own writing after discussion with the teacher</li> </ul>