



Autumn Term	Spring Term	Summer Term
<p>Expected Standard</p> <ul style="list-style-type: none"> -Read RWI Orange books (ORT Level 5) with 90% accuracy without overt sounding out. -Automatic recognition of high frequency words taught so far. -Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily. -Makes phonetically plausible attempts to read words that have not been learnt. -Begin to divide words into syllables to read. -Identify predictable and repeated phrases in reading and role-play. -Read sentences taking account of simple punctuation e.g full stops. -Retrieve basic information about a character using pictures and simple language. -Recall basic features of stories. -Check that the text makes sense as they read e.g. self-correction. -Discuss word meanings, linking new meanings to those already known. -Read and follow simple instructions in order. 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Read RWI Blue books (ORT Level 6) with 90% accuracy without overt sounding out. -Automatic recognition of high frequency words taught so far. -Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension -Identify traditional story language and comment on its use. - Identify key events and use to sequence. -Retrieve basic information about setting, something or someone. -Predict what might happen based on what has been read so far. -Read taking account of wider punctuation such as exclamation marks. -Automatically read most of the common exception words taught so far. Draw on existing vocabulary to speculate on the meaning of new words. -Describe the difference between a story and a first-person recount. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Begin to understand how written language can be structured in order. 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Read RWI Grey books (ORT Level 7) with 90% accuracy without overt sounding out. -Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension -Read all the common suffixes and all the common exception words. -Read phonically decodable two-syllable and three-syllable words. -Read automatically all the words in the list of 100 high-frequency words. -Identify the features of factual texts: instructions and reports, identify features of story texts. -Identify and comment on descriptive language. -Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. -Predict what might happen based on what has been read so far. -Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Read fluently and accurately blending taught GPCs at Phase 5.

Greater Depth Standard

- Recall key events using words like first, next, after, when.
- Read sentences using awareness of punctuation such as question marks and exclamation marks.
- Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf".
- Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.
- Read most multi-syllable words containing taught GPCs at Phase 4.
- Show some inference at a basic level.
- Make suggestions about what will happen next in the story based on what has happened so far.

- Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases.
- Read own writing to check it makes sense.
- Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).
- Identify basic similarities and differences between their own experiences and that of story characters.
- Express personal responses, including likes and dislikes; give some reasons linked to own experiences

- Decode words, applying phonics knowledge independently and confidently when encountering a new word.
- Confidently and consistently read all multi-syllable words containing GPCs and Phase 5
- Read all common exception words and common suffixes and Phase 5.
- Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.
- Explain, describe and reason about patterns and language of familiar stories
- Explain the purpose of the punctuation in texts read.
- Make connections between texts.
- Begin to identify the effect on the reader.

Year 1 English Writing LTP

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<p>Narrative</p> <p>Retell a simple story with predictable phrases eg. repetition of key phrases– “huff and puff and blow your house down”, “We’re going on a bear hunt....”. Focus on creation of sentence.</p> <p>*Add additional detail joining sentences using ‘and’.</p> <p>Recount</p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>*Structure writing by ordering sequence of events with use of words like first, next, after, when.</p> <p>*Join clauses by using the conjunction ‘and’.</p> <p>Narrative</p> <p>Tell a basic 3 part story about a central character eg The Gruffalo.</p> <p>*Add additional character description.</p> <p>Instructions</p> <p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>*Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p>	<p>Narrative</p> <p>Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>*Focus on a descriptive setting.</p> <p>Recount</p> <p>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>*Expand by using simple descriptive language to add detail.</p> <p>Narrative</p> <p>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p>*Write own version of the story recounting the information in sequence– then, next, after etc.</p> <p>Report</p> <p>Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>*Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p>	<p>Narrative</p> <p>Write a complete simple story in three parts based on their own experiences or linked to a topic.</p> <p>Include accurate sentence punctuation.</p> <p>*Include some of the patterns and language of familiar stories eg. Repeating same words and phrases three times– “run, run as fast as you can”.</p> <p>Instructions</p> <p>Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>*Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> <p>Narrative</p> <p>Write a story which includes strong characterisation eg. Good or bad character. Include accurate sentence punctuation.</p> <p>*Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p>Report</p> <p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>*Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>

Y1 Writing Assessment Key Performance Indicators

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<p>Use predictable and repeated phrases in own writing drawn from reading and role-play</p> <p>Describe a character using simple adjectives</p> <p>Write sentences to match pictures, or sequences of pictures, illustrating an event</p> <p>Write simple instructions in order with some imperative verbs</p> <p>Write sentences sometimes demarcated accurately with full stops</p> <p>Begin to separate words with spaces</p> <p>Begin to use capital letters for the beginning of sentences and for names</p> <p>Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</p> <p>Makes phonetically plausible attempts to spell words that have not been learnt</p> <p>Form many lower case letters in the correct direction, starting and finishing in the right place</p> <p>*Independently structure writing by ordering sequence of events with use of words like first, next, after, when. *Join clauses by using the conjunction 'and'. *Make careful choices of adjectives. *Distinguish between a statement and a command *Expand by including more instructional features e.g. numbered points</p>	<p>Use traditional story language</p> <p>Structure story into three parts</p> <p>Describe a setting, something or someone with some appropriate adjectives</p> <p>Write in first person using capital letter for "I"</p> <p>Write sentences mostly demarcated by full stops and capital letters</p> <p>Experiment with exclamation marks</p> <p>Write in sequence using words to signal time e.g. first, next, then, after</p> <p>Maintain past tense</p> <p>Spell most common exception words taught so far Form most lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>*Independently choose to expand ideas and sentences using "and" *Independently choose to add detail using a variety of adjectives *Independently choose to use and apply vocabulary gathered from reading. *Consider the reader when making vocabulary choices *Read own writing to check it makes sense *Make simple edits and corrections to own writing after discussion with the teacher</p>	<p>Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense</p> <p>Structure writing using some features of the given form</p> <p>Write instructions with some expansion about something they know well including imperative verbs</p> <p>Assemble information about a topic, describing different aspects of the subject</p> <p>Use the conjunction "and"</p> <p>Use descriptive language with some use of comparative and superlative adjectives</p> <p>Spell words containing each of the 40+ phonemes taught</p> <p>Use simple past and present verbs mostly accurately</p> <p>Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</p> <p>Use spaces between words</p> <p>Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</p> <p>Use features of standard English</p> <p>*Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories *Always think about reader as they write, making precise choices *Choose to expand ideas with simple conjunctions and descriptive language</p>

		<ul style="list-style-type: none">*Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately*Add the suffixes –ing, -ed, -er to spell many words correctly*Evaluate the impact of writing on the reader*Articulate own success criteria
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