**Writing Performance Indicators**

**Pupil/s:**

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| **Year 1** | | **Emerging** | **Developing** | **Secure** |
| **Composition**  **(planning)** | | Can talk about what they are going to write when prompted by an adult. | Can orally compose what they are going to write and with some support begins to write simple sentences and ideas. | Usually plans sentences by saying out loud what they are going to write about and orally rehearsing sentences. |
| **Composition**  **(drafting )** | | Writes some recognisable words and phrases. Writing may require some mediation. | Writes meaningful words and statements about their own experiences. Begins to sequence sentences into narratives, although occasionally mediation may be required in some writing. | Begins to sequences sentences to form short narratives for some different purposes, even though the form may not always be maintained. Writing can be read without requiring mediation by the child.  May use adjectives to describe the size or colour of an object. Uses mainly single and co-ordinating multi-clause sentences. |
| **Composition**  **(reviewing)** | | Can identify if writing makes sense when it is reread by an adult, and with support and suggestions may make improvements. | Reads their writing back to an adult, with support and when prompted.  Can identify if writing makes sense, although they may rely upon an adult to suggest improvements. | Reads back their writing clearly to an adult or their peers and can identify whether it makes sense.  Can identify if writing makes sense and starts to suggest improvements with prompting. |
| **Grammar** | | Uses regular plural noun suffixes –s (e.g. dog, dogs) in writing.  Words and phrases sometimes are grammatically accurate.  Uses some of the correct grammatical terminology, e.g. capital letter, full stop, sentence. | Uses regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) in writing.  Writes grammatically accurate phrases and single-clause sentences.  Uses some of the correct grammatical terminology for Year 1 (as identified in the Appendix 2 of the National Curriculum) e.g. when reading writing to an adult or peer. | Uses suffixes in writing that can be added to verbs where no change is needed in the spelling of root words  (e.g. helping, helped, helper). Uses regular plural nouns suffixes –s or –es (e.g. dog, dogs; wish, wishes) throughout writing.  Joins words and clauses using 'and'.  Leaves spaces between words  Sometimes marks the beginning or ending of writing using story language, e.g. Once upon a time or happily ever after.  Uses the correct grammatical terminology for Year 1 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing: letter, capital letter,  word, singular, plural,  sentence, punctuation, full stop, question mark, exclamation mark. |
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| **Punctuation** | | Begins to demonstrate an understanding of how full stops are used, e.g. at the end of a line of writing. May also use question and exclamation marks. | Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Begins to use capital letters. | Punctuates most sentences using a capital letter and a full stop and sometimes uses question marks or exclamation marks.  Uses a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. |
| **Transcription** | **Spelling** | Segments simple CVC words and simple common exception words.  Begins to use of the spelling rules for Year 1 (as identified in Appendix 1 of the National Curriculum) with support. | Spells simple CVC words containing some of the 40+ phonemes taught and some common exception words.  Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (as identified in Appendix 1 of the National Curriculum) accurately, including adding s and es to words (plural of nouns and the third person singular of verbs). | Spells words containing each of the 40+ phonemes already taught and common exception words.  Uses the spelling rules for Year 1, (as identified in Appendix 1 of the National Curriculum) accurately, including spelling of words with suffixes where changes are needed to the root word and longer words formed by the addition of suffixes (including adding the endings –ing, –ed and –er to verbs where no change is needed to the root word, and the prefix -un). |
| **Handwriting** | Knows and writes some lower-case letters.  Begins to use anti-clockwise movements to form lower-case letters. | Begins to hold a pencil correctly and forms some lower-case, capital letters and some single-digit numbers correctly.  Writes letters using anti-clockwise movements. | Sits correctly at a table, holding a pencil comfortably and correctly and forms lower-case, capitals and digits 0-9 correctly.  Begins to form lower-case letters in the correct direction, starting and finishing in the right place. Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways). |

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| **Mastery** |
| • Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within a wide range of writing across different areas of the curriculum that start to include some detail to engage readers' interest.  • Shows enjoyment in the writing process and frequently chooses to write.  • Reads back own writing and makes changes to grammar, punctuation and spelling that start to improve the overall composition.  • Applies grammatical, punctuation and spelling knowledge across some different types of writing, choosing some different tools to vary writing.  • Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences, and can sometimes identify when these rules are broken.  • Makes some adventurous word choices that make writing interesting for a reader. |