Year 1 writing TAF

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:				
Saying out loud what they are going to write about it, composing a sentence orally before writing it;				
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.				
To reread their writing aloud to check that it makes sense.				
To use adjectives that have been modelled.				
To write a simple sentence (which may often be repetitive).				
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.			
	finger spaces.			
	full stops to end sentences.			
To spell **some** words containing previously taught phonemes and GPCs accurately.				
To spell **some** Y1 common exception words accurately (from English Appendix 1).				
Sit correctly at a table, holding a pencil comfortably and correctly				
To write lower case letters in the correct direction, starting and finishing in the right place.				

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:				
To write sentences in order to create short narratives and non-fiction texts.				
To use some features of different text types (although these may not be consistent).				
To reread their writing to check that it makes sense and make suggested changes.				
To use adjectives to describe.				
To use simple sentence structures.				
To use the joining word (conjunction) 'and' to link ideas and sentences.				
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.			
	finger spaces.			
	full stops to end sentences.			
	question marks.			
	exclamation marks.			
To spell **most** words containing previously taught phonemes and GPCs accurately.				
To spell **most** Y1 common exception words and days of the week accurately (from English Appendix 1).				
To spell most the days of the week				
To use -s and -es to form regular plurals correctly.				
To add the suffixes –ing, -ed, -				
To write lower case and capital letters in the correct direction, starting and finishing in the right place.				
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.				

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:				
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.				
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.				
To reread their writing to check that it makes sense and independently make changes.				
To use adjectives to describe (sometimes ambitious beyond the year group).				
To use simple and compound sentence structures.				
To use some coordinating joining word (conjunction) 'and, but, so ' to link ideas and sentences.				
To use some subordinating conjunctions – eg "because"				
Are able to regularly use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.			
	finger spaces.			
	full stops to end sentences.			
	question marks.			
	exclamation marks.			
To spell all words containing previously taught phonemes and GPCs accurately.				
To spell all Y1 common exception words and some year 2 CEW and days of the week accurately (from English Appendix 1).				
To add the suffixes –ing, -ed, -er and –est to root words.				
To spell simple compound words.				
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.				