

**YEAR 1 WRITING TAF**

		<b>Target</b>	<b>Evidence</b>		
Working towards the expected standard	1 Handwriting	Forms some recognisable lower-case letters with the exception of some reversals.			
		Forms most recognisable lower-case letters with the exception of some reversals.			
		Forms mostly recognisable lower-case letters.			
	2 Punctuation	Shows an awareness of capital letters, finger spaces and full stops.			
		Attempts to use capital letters, finger spaces and full stops.			
		Understands and is starting to use; capital letters, finger spaces and full stops			
	3	Say out loud what they are going to write about.			
		Beginning to compose a sentence before writing it.			
		Beginning to compose a sentence before writing it.			
	4	Can remember their sentence and write this with some support e.g. sound mat, tricky word mat			
		Can write a sentence independently.			
		Can write 2 – 3 sentences independently.			
	5	Can write sentences that can be read by themselves.			
		Can write sentences that can be read by themselves and others.			
		Can write sentences that can be read by themselves and others.			

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		<b>Target</b>	<b>Evidence</b>		
<b>Working at the expected standard</b>	1 Handwriting	Able to hold a pencil effectively to form letters using the tripod and sit correctly at the table.			
		Able to sit correctly to write and hold a pencil comfortably and correctly.			
		Able to sit correctly to write and hold a pencil comfortably and correctly.			
	2 Handwriting	Forms recognisable lower-case letters.			
		Forms recognisable lower-case letters.			
	3 Handwriting	Able to form lower case letters correctly and consistently.			
	4	Forms recognisable capital letters.			
		Forms recognisable capital letters.			
		Able to form capital letters			
	5	Mostly uses capital letters at the start of sentences, and full stops at the end of sentences.			
		Mostly uses capital letters correctly, at the start of sentences, and full stops at the end of sentences.			
		Most sentences punctuated correctly with capital letters, at the start of sentence and full stops at the end of sentences.			
	6	An awareness of question marks and exclamation marks within writing			
		Questions marks and exclamation marks are beginning to be used			
		Question marks or exclamation marks are beginning to be used.			
	7	Spaces used between words used, although some may be inconsistent.			
		Mostly using correctly spaced words.			
		Spacing used between words used consistently			
	8 Spelling	Capital letters are used to write names.			
		Capital letters used to write names, days of the week and the pronoun 'I'.			
		Capital letters used for names of people, places, days of the week and 'I'			
	9 Spelling	Be able to name some letters of the alphabet (within their name)			
		Able to name some letters of the alphabet.			
		Able to name the alphabet letters in order and distinguish alternative spellings of the same sound.			
	9 Spelling	Some of the 40+ phonemes already taught spelt correctly.			
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		Most of the 40+ phonemes already taught spelt correctly.			

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	Shows an awareness of adding s to a word for plurals.			
	Able to spell some words which need an 's' or 'es' to show plurals or to change verbs e.g. he pushes.			
	Able to spell words which need an 's' or 'es' to show plurals or to change verbs e.g. he pushes.			
10 Spelling	Able to demonstrate an awareness of how to spell words ending in -ing , -ed where the root word does not change.			
	Able to spell some words ending in -ing, -ed, -er and -est where the root word does not change. This may be inconsistent.			
	Able to spell words ending in -ing, -ed, -er and -est where the root word does not change.			
11 Spelling	Some common exception words spelt correctly.			
	Some common exception words spelt correctly.			
	Most common exception words spelt correctly.			
13	Shows some knowledge of past and present tense orally.			
	To form an oral sentence in the past and present tense.			
	Able to use past and present tense in writing, sometimes used correctly.			
14	Write simple phrases and labels that can be read by others.			
	Able to independently write simple sentences.			
	Able to independently write simple sentences to form a short narrative.			
15	Orally create a sentence using 'and'.			
	Some compound sentences created with 'and'.			
	Some compound sentences created with 'and'.			
16	Re read work to check it makes sense			
	*Moving through the year this becomes more consistent			
17	Able to sit for extended periods of time to write (up to 20 mins)			

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Working at greater depth	Able to use spaces between words that reflect the size of the letters.			
	Able to write a series of simple sentences which are grammatically correct.			
	Use joining words like because, but, however to join two phrases together			
	Understand how to add interest to their writing by using adjectives and punctuation e.g. !, ? and commas			
	Understands the importance of the setting of a story in story writing			
	Understands the basic elements of a story; beginning, middle, end			
	Understands factual writing and key features of this e.g. fact boxes			
	Starting to join writing (according to school policy)			
	Able to re-read their work and correct most errors			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.