|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strand | Target |  | | |
| Spelling | **40+ phonemes spelt phonetically plausibly** |  |  |  |
| **Some correct choice of grapheme** |  |  |  |
| Most exception words are spelt correctly |  |  |  |
| **Able to name the letters of the alphabet** |  |  |  |
| Able to spell words which need an ‘s’ or ‘es’ to show plurals or to change verbs e.g. he pushes |  |  |  |
| Able to spell words ending in -ing, -ed, -er and -est where the root word does not change |  |  |  |
| Handwriting | **Able to sit correctly to write and can hold a pencil comfortably and correctly** |  |  |  |
| **Able to form lower case letters correctly** |  |  |  |
| **Able to form capital letters** |  |  |  |
| Able to write the digits 0-9 correctly |  |  |  |
| **Spaces are left between words** |  |  |  |
| Vocabulary, grammar and punctuation | **Able to write simple sentences** |  |  |  |
| **Some compound sentences created with ‘and’** |  |  |  |
| **Some sentences punctuated with capital letters** |  |  |  |
| **Some sentences punctuated with full stops** |  |  |  |
| Question marks or exclamation marks are beginning to be used |  |  |  |
| Past and present tense sometimes used correctly |  |  |  |
| Capital letters used for names of people, places, days of the week and ‘I’ |  |  |  |
| Text structure & organisation | **Sequences sentences to write short stories and non-fiction texts** |  |  |  |
| Effect on the reader | Uses words and phrases to communicate meaning in a series of simple statements based on their own ideas |  |  |  |

**St Thomas Aquinas Catholic Multi-Academy Trust**

Year 1 Writing Statements