



## Year 1 writing progression: Assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Sentence knowledge</b>	Uses finger spaces to separate words.  Applies a <b>capital letter, full stop</b> and <b>finger spaces</b> to their sentences.  Uses <b>capital letters for names</b> of people.  Uses <b>capital letters for pronoun</b> 'I'.	Applies a <b>capital letter, a full stop and finger spaces</b> to their sentences.  Punctuates sentences with a <b>capital letter and a full stop</b> .  Uses <b>capital letters for names</b> of people.	Applies an <b>exclamation mark</b> to an exclamation sentence.  Is able to write <b>questions</b> . Applies a question mark.  Is able to write <b>statements</b> . Applies a full stop.	Applies a <b>question mark</b> to a question sentence.  Applies an <b>exclamation mark</b> to an exclamation sentence.  Applies <b>full stops</b> to statements.	Applies a <b>question mark</b> to a question sentence.  Applies <b>full stops</b> to statements.	Applies <b>capital letters for pro-nouns</b> .  Applies <b>capital letters for names and places</b> .  Applies a <b>question mark</b> to a question sentence.  Applies an <b>exclamation mark</b> to an exclamation sentence.  Applies <b>full stops</b> to statements.
<b>Adjectives</b>	Able to use simple adjectives to describe a noun, i.e. Sunny Spain  i.e. Sad monster. (adjective, noun)	<b>Able to use</b> simple adjectives to use in a sentence. E.g. The hairy spider	Able to use simple adjectives families and (synonyms). Eg. Other words for big....huge/ large.	Able to use comparative adjectives. Eg. Larger, faster, smaller.	Able to use more descriptive adjectives such as attractive, precious and fragile.	Able to use adverbs such as friendly, loudly, quickly... to describe.
<b>Nouns</b>	Able to use nouns in writing.	Able to use nouns in writing.	Able to use nouns in writing.	Is able to identify the <b>nouns</b> in a sentence.	Able to use nouns in writing.	Is able to use <b>expanded noun phrases</b> when writing a <b>description</b> .
<b>Verbs</b>	Uses simple verbs in writing.	Uses verbs in writing.  Applies past tense verbs.	Applies past tense verbs to their recount.	Applies past tense verbs within their diary entry.	Applies present tense verbs within their invite.  Applies past tense verbs in their writing.	Applies <b>past tense verbs</b> in their writing, consistently.  Is able to write in the <b>present tense</b> in their poem.
<b>Spelling</b>	Links <b>sounds to letters, applying phonics</b> and writing some common words.	<b>Spells words</b> containing phonemes already taught.	<b>Spells words</b> containing phonemes already taught.	Applies <b>correct spellings</b> of words.	Applies <b>correct spellings</b> of words.	Applies <b>correct spellings</b> of words.
<b>Suffixes and prefixes</b>		Uses plural noun <b>suffixes</b> -s and -es.	Adds suffixes where no change is needed to the root of the word, using <b>-ed</b> and <b>-er</b>  Applies the prefix <b>-un</b> to words e.g. unhappy.	Adds suffixes where no change is needed to the root of the word, using <b>-ed, -ing, -er</b> and <b>-est</b> .	Adds suffixes where no change is needed to the root of the word, using <b>-est</b> and <b>-er</b> .  Is able to apply the <b>prefix -un</b> to words to change the meaning of verbs and adjectives.	Uses the <b>plural noun suffixes -s and -es</b> .  Adds <b>suffixes</b> where no change is needed to the root of the word e.g. <b>-ed, -er, -ing, -est</b> .  Is able to apply the <b>prefix -un</b> to words to change the meaning of verbs and adjectives.
<b>Conjunctions</b>	Uses <b>conjunction</b> 'and' to join words.	Uses <b>conjunctions</b> 'and' and 'because' to join words.	Uses <b>'and', 'but'</b> and <b>'because'</b> to join words and clauses	Continues to use <b>'and', 'but'</b> and <b>'because'</b> to join words and clauses.	Applies <b>'and', 'but'</b> and <b>'because'</b> to join words and clauses and ideas.  Begins to use <b>'or'</b> ,	Applies <b>'and', 'but'</b> and <b>'because'</b> to join words and clauses and ideas.  Continues to use <b>'or'</b> .