

I am a St. Wilfrid's Writer Assessment

Autumn Term – Year 1 Entering

Handwriting

Sit at a table properly and hold my pencil correctly.

I form lower case letters correctly, starting and finishing in the right place.

a b c d e f g h i j k l m n o p q r s t u v w x y z

All letters sit on the line.

Tall letters (ascenders) touch the line above.

Use short letters.

Form uppercase letters correctly, starting and finishing in the right place.

A B C D E F G H I J K L M N O P Q R S T U W X Y Z

Use finger spaces between words.

Planning, Composition and Editing

Think, say and remember a sentence that starts with a time adverbial.

(First, Next, Then, After that, Finally).

Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).

Think, say and remember a sentence that starts with a time adverbial or an opener.

Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.

Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).

Correct any missing capital letters at the start of a sentence and for names of people.

Grammar and Punctuation

Write a sentence starting with a time adverbial and ending with a full stop.

Write a sentence starting with an opener and ending with a full stop.

Time adverbial / opener always starts with a capital letter.

Use a capital letter for names of people.

Use adjectives to describe a noun (size and colour).

Use the conjunction 'and' to join two words. (The tree was tall and green).

Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).

Write in the past tense.

Write in the present tense (character description / instructions).

Spelling

a	the	is	to	do	of
put	I	was	today	his	has
were	you	your	they	be	he
me	she	we	no	go	so
by	my	here	there	where	love
come	some	one	once	ask	friend
school	said	push	pull	full	house
our					

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Use 'ed' suffix as past tense where no change is required to the root word.			
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck (off, well, miss, buzz, back).			
The /ŋ/ soundn spelt n before k (bank, think, honk, sunk)			
The /v/ sound at the end of words (have, live, give)			
-tch (catch, fetch, kitchen, notch, hutch)			
<u>Vowel digraphs and trigraphs</u>			
ai (rain, wait, train, paid, afraid) oi (join, coil, point, soil)			
ay (day, play, say, way, stay) oy (boy, toy, enjoy, annoy)			
a-e (made, came, same, take, safe)			
i-e (five, ride, like, time, side)			
oo (/u:/) (food, pool, moon, zoo, soon)			
oo (/ʊ/) (book, took, foot, wood, good)			
igh (high, night, light, bright, right)			

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Spring Term – Year 1 Developing

Planning, Composition and editing

Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What)

Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation mark.

Correct any misspelt Year 1 Common Exception Words.

Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)

Grammar and Punctuation

Use the personal pronoun 'I' (when writing a personal recount).

To write in the first person, I, My, We, They, me).

Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).

Use a wider variety of openers (Once upon a time...)

Increase use of a variety of time adverbials (Later, Soon, At last....)

Use a question mark to demarcate a question sentence starting with Will and What.

Use 'and' to join words and to join clauses in sentences.

Handwriting

My letters are close together when I write a word (snuggle my letters).

I fill the line with my writing.

Spelling Vowel digraphs and trigraphs

o-e (home, those, woke, hope, hole)

u-e (June, rule, rude, use, tube, tune)

ar (car, start, park, arm, garden)

ee (see, tree, green, meet, week)

ea (/i:/) (sea, dream, meat, each, read (present tense))

e-e (these, theme, complete)

er (/ɜ:/) (stressed sound) (her, term, verb, person)

er (/ə/) (unstressed schwa sound) (better, under, summer, winter, sister)

ir (girl, bird, shirt, first, third)

ur (turn, hurt, church, burst, Thursday)

oa (boat, coat, road, coach, goal)

oe (toe, goes)

ou (out, about, mouth, around, sound)

ow (/aʊ/) (now, how, brown, down, town)

ow (/əʊ/) (own, blow, snow, grow, show)

ue (blue, clue, true, rescue, Tuesday)

ew (new, few, grew, flew, drew, threw)

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Summer Term – Year 1 Secure

Handwriting

Fill the line with writing and start a new line when there is not enough space to write the complete word.

Planning, Composition and Editing

Use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Check use of punctuation at the end of a sentence.

Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.

Addition of adjective to improve a sentence.

Grammar and Punctuation

Use new sentence openers - I have, I am, You (riddles).

Focus on using the question words – Where and Who to begin a question sentence.

Use a capital letter for names of places and the days of the week.

Spelling

ie (/aɪ/) (lie, tie, pie, cried, tried, dried)

ie (/i:/) (chief, field, thief)

or (for, short, born, horse, morning)

ore (more, score, before, wore, shore)

aw (saw, draw, yawn, crawl)

au (author, August, dinosaur, astronaut)

air (air, fair, pair, hair, chair)

ear (dear, hear, beard, near, year)

ear (/ɛə/) (bear, pear, wear)

are (/ɛə/) (bare, dare, care, share, scare)

ea (/ɛ/) (head, bread, meant, instead, read – past tense)

y (/i:/ or /ɪ/) (very, happy, funny, party, family)

Consonant spellings (ph) (dolphin, alphabet, elephant) wh (when, wheel, while)

Using k for the /k/ sound (Kent, sketch, kit, skin)

Adding the prefix – un (unhappy, undo, unload, unfair, unlock)

Compound words (football, playground, farmyard, bedroom, blackberry)

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper)

Use the spelling rule for adding –s (plural of nouns and third person singular of verbs),

Use –er and –est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest)

Adding s and es to words (plural of nouns and third person singular of verbs (cats, dogs, spends, rocks, thanks, catches)

Spell days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)