

St. Bartholomew's C of E Primary School
Stage 1 Writing

Sentences WG: S	Punctuation WG: P	Text Structure and Organisation WG: TO	Composition WG: C	Vocabulary WG: V	Drafting & Editing WG: DE
<p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Mostly grammatically accurate clauses</p> <p>2) Reliance on simple phrases and clauses</p> <p>3) Join words /clauses using and</p> <p>4) Some variation in sentence openings <i>e.g. then, suddenly</i></p> <p>5) Use the Y1 grammatical terminology p75 in discussing their writing</p> <p>6) Writes simple sentences which can be read by themselves and others (ELG)</p>	<p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Use spaces between words</p> <p>2) Begin to punctuate sentences with a capital letter, full stop & question mark</p> <p>3) Use a capital letter for names, places, days of the week & I.</p> <p>4) Read aloud taking note of punctuation. (NSG)</p>	<p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Some formulaic phrases indicate start / end of text e.g. One day, in the end.</p> <p>2) Events / ideas sometimes in appropriate order</p> <p>3) Simple connections between ideas, events e.g. use time connectives, then / so.</p> <p>4) Sequence sentences to form short narratives</p>	<p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Some indication of basic purpose, particular form or awareness of reader e.g. Dear Pig</p> <p>2) Write for widening range of different purposes, which could include simple versions of the following forms: Narrative (e.g. fairy stories, traditional tales & key stories) Recounts Instructions Poetry Information</p> <p>3) Write for different audiences, which could include a letter to a character a story for Nursery an invitation to wider school community</p> <p>4) Writes for a widening range of purposes including stories, lists, labels, captions, recipes, instructions and letters (ELG)</p>	<p><u>Across a range of independent and cross curricula writing</u></p> <p>1) Mostly simple vocabulary</p> <p>2) Increasing variety of phonetically plausible vocabulary attempts.</p> <p>3) Communicates meaning through repetition of key words e.g. He ran and he ran.</p> <p>4) Some descriptive language</p>	<p>1) Use planning tools e.g. grid, story map or story mountain.</p> <p>2) Say aloud what they are going to write about e.g. to talk partners.</p> <p>3) draft writing</p> <p>4) Re-read what they have written to check that it makes sense.</p> <p>5) Discuss what they have written with teacher or peers.</p> <p>6) Read aloud their writing clearly enough to be heard by their peers & the teacher</p>