
 My Year 1 Learning Journey for Writing 					
Strand		I am Working Towards Year 1's objectives with support (Emerging)	I am Working Towards Year 1's objectives (Developing)	I am Achieving Year 1's objectives (Secure)	
<div>Transcription</div> <div>Phonic and Whole Word Spelling; Handwriting</div>	Phonic and Whole Word Spelling; Handwriting	Most of my writing can be read by an adult without help. I can read most of my writing back to an adult.	My writing can usually be read by an adult without help. I can also read my writing back to an adult.	*My writing can be read by an adult without help. I can also read my writing back to an adult confidently.	1
		I can nearly always spell common words using the phonemes (sounds) that I have been taught in Phase 3 Letters & Sounds.	I can nearly always spell common words using the phonemes (sounds) that I have been taught in Phase 4 Letters & Sounds.	* I can nearly always spell common words using the phonemes (sounds) that I have been taught in Phase 5 Letters & Sounds.	2
		I can use some phonics when spelling some common exception words that I have been taught ('tricky' words that don't follow usual spelling rules) and spell some of the more simple 2/3 letter words correctly.	I can make a good phonic try at spelling some 'tricky' words that I have been taught (words that don't follow usual spelling rules) and often spell them correctly.	*I can correctly spell nearly all 'tricky' words that I have been taught (words that don't follow usual spelling rules) eg 'friend', 'you' or at least make a good phonic try at spelling them.	3
		I can recognise and name most of the letters of the alphabet in order.	I can recognise and name the letters of the alphabet in order with only one or two mistakes.	I can recognise and name the letters of the alphabet in order (test)	4
		I can form recognisable capital and lower case letters and the digits 0-9. I leave spaces between most words or groups of letters.	Most of my lower-case letters, capital letters and the digits 0-9 are correctly formed. I leave spaces between words.	* My lower-case letters, capital letters and the digits 0-9 are correctly formed and placed on the line. There are clear spaces between my words	5
		I can make good phonic tries at spelling days of the week.	I can correctly spell 4-6 days of the week.	I can correctly spell all the days of the week consistently (test).	6
		I can sometimes add s to words to make them plural.	I can often add -s or sometimes add -es correctly in my writing to change singular to plurals and to change verbs.	I can nearly always add -s or -es correctly in my writing a) to change singular to plurals eg cat/cats, fox/foxes. b) to change verbs eg run/runs, catch/catches.	7
		I can add the prefix un- to a given word to make an opposite.	I can sometimes use words with the prefix -un in my writing eg unhappy, undo, unfair.	I can use words with the prefix -un in my writing eg unhappy, undo, unfair.	8
		I can add-ed to a given verb and, with help, use it in my writing.	I can sometimes use words with the suffixes -ed, ing, - in my writing.	I can use words with the suffixes -ed, ing, -er and est in my writing eg buzzing, buzzed, grander, grandest.	9
Content &	Content &	I can write simple texts such as lists, stories, recounts with some support eg adult help, a writing frame.	I can write a range of simple texts such as recounts, lists, stories which sometimes show awareness of the purpose and my reader.	*I can write a range of simple texts eg recounts, stories, lists, showing that I am becoming aware of the purpose and my reader by using one or more appropriate features of language and organisation (which may have been modelled to me by an adult) eg a heading in a report, numbers in instructions, story book language.	10



	Content / Organisation	With help, I sometimes use words which are appropriate to my topic and include some simple describing words eg size, colour.	I sometimes use words which are appropriate to my topic and include some describing words eg size, colour.	*I use words which are appropriate to my topic and include describing words , sometimes choosing interesting words that I have read or seen eg in a class word-bank.	1 1
		I can sometimes write more than one sentences about an idea and can begin to link ideas with help eg . With support, I use a basic phrase to open and/or end my story.	I can often sequence some sentences to form a short story or other text eg my stories have a beginning and an ending.	*I can sequence sentences to form a short story or other text eg my stories have a simple structure with a beginning, a middle and an ending.	1 2
	Grammar & Punctuation	I can write my own first name with correct capital and lower case letters.	I sometimes use a capital letter to begin my sentences. I usually remember a capital letter for 'I', names of people and the days of the week.	*I use a capital letter to begin most of my sentences, for the names of people, places, days of the week and for 'I'.	1 3
		I know what a full stop is and sometimes use one to end my writing.	I often use a full stop to mark the end of sentences.	* I can use a full stop to end most of my sentences.	1 4
		I sometimes use 'and' to connect my ideas with help.	I sometimes use 'and' to connect my ideas.	*I can join clauses together using 'and'.	1 5
	Editing	I can re-read my writing back with help to check that it makes sense.	I can often read my writing back and find a place where it does not make sense. With help, I can sometimes put my mistakes right.	* I can re-read my writing back to check that it makes sense and can sometimes put simple mistakes right.	1 6

My Learning Reflection

	This term in my Writing, I have improved...	My next step in my Writing is to...
Autumn:		
Spring		
Summer		



DO NOT PRINT

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.

For all references to The Letters and Sounds Phases, please refer to the Letters and Sounds Appendix and Overview.

- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.