

Teacher Assessment

Pupil Name:

| End of Year 1 Expectations | | | | | | |
|---|--|--|--|--|--|--|
| The pupil can: | | | | | | |
| Say, and hold in memory whilst writing, simple sentences which make sense. | | | | | | |
| Write simple sentences that can be read by themselves and others. | | | | | | |
| Punctuate simple sentences with capital letters and full stops. | | | | | | |
| Use capital letter for the personal pronoun. | | | | | | |
| Use capital letters for the names of people, places and days of the week. | | | | | | |
| Identify and use question marks. | | | | | | |
| Use simple connectives to link ideas, e.g. 'and'. | | | | | | |
| Orally compose every sentence before writing. | | | | | | |
| Sequence ideas / events in order. | | | | | | |
| Read aloud their writing to adults and peers. | | | | | | |
| Name the letters of the alphabet in order. | | | | | | |
| Use letter names to distinguish between alternative spellings of the same sound. | | | | | | |
| Spell words containing each of the phonemes taught. | | | | | | |
| Be able to encode the sounds they hear in words. | | | | | | |
| Be able to read back words they have spelt. | | | | | | |
| Use their phonic knowledge when spelling unfamiliar words with phonically plausible spellings. | | | | | | |
| Spell common exception words. | | | | | | |
| Hold a pencil with an effective grip. | | | | | | |
| Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. | | | | | | |
| Have clear ascenders and descenders. | | | | | | |
| Form capital letters correctly. | | | | | | |

English Book / RE Book / Topic Book