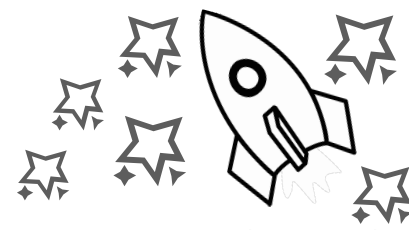


Achievement Statements

Year 1 Writing



Foundational Achievement Statements

Foundational Achievement Statements	Power Statement
I can sit at a table and hold my pencil correctly (Links to ELG 4)	☆
I can write some lower case letters the way my teacher has shown me (Links to ELG 4)	☆
I write from left to right (Links to ELG 10)	☆
I know which letter are formed in the same way (e.g. a, c, d, g, o, q)	
I can write capital letters (Links to ELG 4)	☆
I can write the digits 0-9	☆
I can form 15 or more lower case letters the way my teacher has shown me (Links to ELG 10)	
I can write so that most people can read my writing (Links to ELG 10)	☆
I can write with letters that are the same size and formed correctly	
I can usually leave spaces between words	☆
I can write the letters of the alphabet in response to hearing the sounds (Links to ELG 10)	☆
I can name the letters of the alphabet	
I can spell words using the 40+ phonemes	☆
I can write the sounds '-ff', '-ll', '-ss', '-zz', '-ck'	
I can write the sounds '-nk', '-tch', '-ve'	
I can split words into syllables and make attempt at spelling them e.g. tr/ip, fin/ish/ing	
I can spell the common exception words for Y1	
I can spell the days of the week	
I can write simple sentences dictated by my teacher	☆
I can use a capital letter to start my sentences, though sometimes I need reminding	☆
I can use a capital letter for names and for 'I', though I sometimes need reminding	☆
I can use a capital letter for all the days of the week	☆
I can use a full stop to end my sentences, though I sometimes need reminding	☆
I can use all of the key words to explain the grammar in my writing	☆

Conceptual Achievement Statements

Conceptual Achievement Statements	Power Statement
I can say out loud what I am going to write about	☆
I can say a sentence before I write it	☆
I can write two or three sentences about the same topic	☆
I can read what I have written to check it makes sense	☆
I can talk about what I have written	☆
I can read my writing aloud so that I can be heard by my teacher and my friends	
I can add '-s' to a word to make it plural	☆
I can add different ending to adjectives that don't need to change (e.g. grander/grandest, fresher/freshest)	☆
I can write most of my work in simple sentences (Links to ELG 10)	☆
I can say if a sentence is a question and add a question mark when reminded	☆
I can say if a sentence is an exclamation and add an exclamation mark when reminded	☆
I can use joining words e.g. 'and', 'or' and 'but'	☆
I can add different endings to verbs that don't need to change (e.g. helping, helper, helped)	☆
I can add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie)	☆

The Progression of Evidence

The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.