

Baileys Court Primary School Writing Tracker: Year 1/2

		Secure Year 1	Secure Year 2
Composition	Planning	<ul style="list-style-type: none"> • Say out loud what they are going to write about. • Can compose a sentence orally before writing it. 	<ul style="list-style-type: none"> • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - Planning or saying out loud what they are going to write about. - Writing down ideas and/or key words, including new vocabulary. - Encapsulating what they want to say, sentence by sentence.
	Drafting, writing, reviewing and editing	<ul style="list-style-type: none"> • Can combine words to make sentences. • Sequence sentences to form short narratives. • Can write simple texts such as lists, stories, reports, recounts etc. • Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> • Can use these different types of sentences: statements, questions, exclamations and commands. • Can write simple, coherent narratives about personal experiences and those of others (real or fiction). • Can write about real events, recording these simply and clearly • Can match organisation to purpose (e.g. <i>showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices</i>). • Make simple additions, revisions and corrections to their own writing during the writing process. • Can evaluate their writing with the teacher and other pupils. • Can proof-read to check for errors in spelling, grammar and punctuation,(e.g. <i>ends of sentences are punctuated correctly</i>).
Transcription	Grammar	<ul style="list-style-type: none"> • Can use words and clauses using and. 	<ul style="list-style-type: none"> • Can use co-ordination (e.g. <i>or, and, but</i>) and some subordination (e.g. <i>when, if, that, because</i>) to join clauses • Can expand noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man on the moon</i>).

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		<ul style="list-style-type: none"> • Use present and past tenses mostly correctly and consistently. • Can link ideas and events, using time connectives, to create 'flow'. •
Vocabulary	<ul style="list-style-type: none"> • Can use appropriate vocabulary (<i>should be coherent and sensible</i>) in more than three statements. • Can use regular noun suffixes –s and –es (eg, <i>dogs/dogs; wish/wishes</i>) • Can add suffixes to verbs where the root word doesn't change (eg. <i>helped, helper, helping</i>) • Can add prefix –un to change meaning of verbs and adjectives (eg. <i>unkind, untie etc.</i>) 	<ul style="list-style-type: none"> • Can add suffixes to spell some words correctly in their writing (eg. <i>–ment, –ness, –ful, –less, –ly</i>) • Can use adjectives and descriptive phrases for detail and emphasis.
Punctuation	<ul style="list-style-type: none"> • Always leave spaces between words. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (<i>May be in the wrong places, or only one, final full stop</i>). • Use a capital letter for names of people, places, days of the week and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Can demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. • Can show some use exclamation marks appropriately. • Can show some use of an apostrophe to show simple contraction (eg <i>I'm, he's</i>). • Can use commas to separate items in a list. • Can show some use of an apostrophe for singular possession (eg. <i>John's dog</i>).
Spelling	<ul style="list-style-type: none"> • Can spell most common words correctly (<i>most R/Y1 High frequency words and the words on the Year 1 list in the N.C. Appendix 1 – see attached</i>) • Make recognisable attempts at spelling words not known. 	<ul style="list-style-type: none"> • Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others • Can spell many common exception words correctly and most of the Years R, 1,2 High Frequency words, and the Year 1 and 2 words as listed in English Appendix 1 (<i>see attached</i>). • Can apply spelling rules and guidance, as listed in English Appendix 1. • Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.
Handwriting	<ul style="list-style-type: none"> • Begin to form lower case letters in the correct direction starting and finishing in the right place. 	<ul style="list-style-type: none"> • Can form lower case letters of the correct size relative to one another.

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		<ul style="list-style-type: none">• Form capital letters.• Form digits 0-9	<ul style="list-style-type: none">• Start using some of the diagonal and horizontal strokes needed to join letters.• Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.• Use spaces between words that reflects the size of the letters.
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