**A picture containing clipart

Description automatically generated Y1 SPAG Writing Targets**

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| **Working at the expected standard in Y1** |
| I can write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional). |
| I can use the conjunction ***and****.* |
| I can use the conjunction ***because***. |
| I can use simple past and present verbs mostly accurately. |
| I can use capital letters and full stops to demarcate simple sentences accurately. |
| I can use capital letters for proper nouns. |
| I can sometimes use question marks to demarcate questions. |
| I can sometimes use exclamation marks to demarcate exclamations. |
| I can use verbs and adjectives with the prefix *un*-, spelling many correctly. |
| I can use my Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible. |
| I can add the suffixes *–ing, -ed, -er -est* to spell many words correctly. |
| I can add the regular plural noun suffixes -s or -es. |
| I can spell most Year 1 common exception words taught. |
| I can form lower case and capital letters accurately. |
| I can write my letters with the correct size and shape. |
| I use clear spacing between words. |
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| **Working at greater depth in Y1** |
| I always think of the reader as I write, making precise word choices. |
| I always know when to use the conjunction *and* in a sentence, using it appropriately and sparingly. |
| I consistently use the full range of punctuation taught accurately and sparingly. |
| I consistently use my Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and my prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. |
| I can improve my writing after discussion with my teacher. |

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