|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Working Towards** | | | | | | | |
| W | Can read their own writing aloud |  |  |  |  |  |  |
|  | Can write first name independently |  |  |  |  |  |  |
|  | Can combine words to make a sentence and use simple sentence structures |  |  |  |  |  |  |
|  | To use adjectives that have been modelled. |  |  |  |  |  |  |
| P | Can use finger spaces. |  |  |  |  |  |  |
|  | Can use a capital letter for I |  |  |  |  |  |  |
|  | Has an awareness of capital letters for names, places and the days of the week |  |  |  |  |  |  |
| Sp | Has an awareness of using full stops to end sentences |  |  |  |  |  |  |
|  | Begin to segment some spoken words into phonemes and represent these by graphemes. |  |  |  |  |  |  |
|  | To spell some Y1 common exception words accurately (from English Appendix 1). |  |  |  |  |  |  |
| H | Can form most letters correctly and in the correct direction |  |  |  |  |  |  |
|  | Can form most numbers correctly. |  |  |  |  |  |  |
|  | | | | | | | |

These are the statements for a child who is working towards expected standard in Year 1.