

**Y2 Child's name:**
**Teacher assessment framework at the end of KS1 writing**

<i>Sample</i>						
<i>Date</i>						
<i>Highlighter colour</i>						

**QUALIFIERS:** *most:* the statement is generally met with only occasional errors  
*many:* the statement is met frequently but not yet consistently  
*some:* the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

**KS1 Working towards the expected standard**

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate **some** sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling **some** words correctly and making phonically-plausible attempts at others
- spell **some** common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in **some** of their writing
- use spacing between words.

**KS1 Working at the expected standard**

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate **most** sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense **mostly** correctly and consistently
- use co-ordination (*e.g. or / and / but*) and **some** subordination (*e.g. when / if / that / because*) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling **many** of these words correctly and making phonically-plausible attempts at others
- spell **many** common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

**KS1 Working at greater depth within the expected standard**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 **mostly** correctly<sup>^</sup>
- spell **most** common exception words\*
- add suffixes to spell **most** words correctly in their writing (*e.g. -ment, -ness, -ful, -less, -ly*)\*
- use the diagonal and horizontal strokes needed to join **some** letters.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

**Moderated by.....Date.....**

**Year 1  
Common  
Exception**

a  
are  
ask  
be  
by  
come  
do  
friend  
full  
go  
has  
he  
here  
his  
house  
I  
is  
love  
me  
my  
no  
of  
once  
one  
our  
pull  
push  
put  
said  
says  
school

she  
so  
some  
the  
there  
they  
to  
today  
was  
we  
were  
where  
you  
your

**Year 2  
Common  
Exception**

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas  
class  
climb  
clothes  
cold  
could  
door  
even  
every  
everybody  
eye  
fast  
father  
find  
floor  
gold  
grass  
great  
half

hold  
hour  
improve  
kind  
last  
many  
mind  
money  
most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
who  
whole  
wild  
would