

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[^]
- 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.

[^] 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