

Year 1

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Write sentences sometimes demarcated accurately with capital letters and full stops **(1)**
- To begin to form many lower case letters in the correct direction, starting and finishing in the right place and Forms digits 0-9 correctly but size may vary. **(4 and 13)**
- Write sentences to match pictures, or sequences of pictures, illustrating an event. (To sequences sentences to form short narratives)- **(part 5)**
- Makes phonetically plausible attempts to spell words that have not been learnt **(8)**
- Sits correctly at a table and holds the pencil appropriately.**(11)**
- Use predictable and repeated phrases in own writing drawn from reading and role-play
- To begin to form capital letters correctly (but size may vary) **(part 12)**
- Begin to separate words with spaces **(14)**
- Talks about / discusses what they are going to write and can compose a sentence orally before writing it **(15)**
- Begin to use capital letters for the beginning of sentences and for names **(17)**
- Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible
- Join clauses by using the conjunction 'and' **(18)**
- Describe a character using simple adjectives **(21)**
- Write simple instructions in order with some imperative verbs

KPIs On-track for Greater Depth (GDS)

- Independently structure writing by ordering sequence of events with use of words like first, next, after, when.
- Make careful choices of adjectives, seeking new words
- Distinguish between a statement and a command
- Expand by including more instructional features e.g. numbered points

Term 2

KPIs On-track for Expected Standard (EXS)

- Write sentences mostly demarcated by full stops and capital letters **(1)**
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC. **(2)**
- To begin to correctly write independent simple sentences including the correct spelling of most common exception words taught so far **(part 3)**
- Form lower-case letters of the correct size relative to one another in some of their writing and Forms digits 0-9 correctly but size may vary. **(4 and 13)**
- To begin to sequences sentences to form short narratives and write in sequence using words to signal time e.g. first, next, then, after **(part 5)**
- Makes phonetically plausible attempts to spell words that have not been learnt **(8)**
- Spell the days of the week correctly. **(10- covered in maths)**
- Sits correctly at a table and holds the pencil appropriately.**(11)**
- Form capital letters correctly (but size may vary) **(12)**
- To begin to experiment with exclamation marks **(part 16)**
- Write in first person using capital letter for "I" **(part 17)**
- Independently choose to expand ideas and sentences using "and" **(18)**
- To begin to use simple and some compound sentence structures **(part 19)**
- Maintain past tense **(part 20)**
- Independently choose to add detail using a variety of adjectives **(21)**
- Describe a setting, something or someone with some appropriate adjectives **(21)**
- To begin to read own writing to check it makes sense and make some corrections **(part 22)**
- Use traditional story language
- To begin to structure story into three parts **(part 23)**
- To begin to write a simple story with good, bad or relevant characters.**(part 24)**
- To begin to read own writing aloud clearly, and can discuss what they have written with others (peers or teachers) **(part 25)**

KPIs On-track for Greater Depth (GDS)

- Independently choose to use and apply vocabulary gathered from reading.
- Sustain the writing of longer texts, considering and holding the interest of the reader when making vocabulary choices
- Make simple edits and corrections to own writing after discussion with the teacher

Term 3

KPIs Expected Standard (EXS)

- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC. **(2)**
- To correctly write independent simple sentences including the correct spelling of most common exception words taught so far **(3)**
- Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits **(4 and 13)**
- Sequences sentences to form short narratives. **(5)**
- Apply most taught spelling rules (Appendix 1) **(6)**
- Add the suffixes -ing, -ed, -er to spell many words correctly **(7)**
- Makes phonetically plausible attempts to spell words that have not been learnt **(8)**
- Pupils can use root words and endings (Appendix 1) **(9)**
- Form capital letters correctly (but size may vary) **(12)**
- Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences **(16)**
- To use capital letters for proper names (people, places, days of the week) and for personal pronoun 'I'. **(17)**
- Independently choose to expand ideas and sentences using "and" **(18)**
- Choose to expand ideas with simple conjunctions and descriptive language **(18 and 21)**
- Use simple past and present verbs mostly accurately **(20)**
- Use features of standard English
- To use some descriptive language (e.g. colour, size and simple emotion).**(21)**
- To read own writing to check it makes sense and make some corrections **(22)**
- To structure story into three parts **(23)**
- To write a simple story with good, bad or relevant characters.**(24)**
- Write instructions with some expansion about something they know well including imperative verbs.
- Use descriptive language with some use of comparative and superlative adjectives **(links to 7 and 10)**

KPIs Greater Depth (GDS)

- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.
- Evaluate the impact of writing on the reader

Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Chosen Texts Aut 1: Where's My Ted? Aut 2: Going on a Bear Hunt Spr 1: Elves and the Shoemaker Spr 2: Supertato Sum 1: Percy and the Park Keeper Sum 2: Peter Rabbit</p> <p>Optional Text Archaic Texts The Ugly Duckling, Sleeping Beauty, Where the Wild Things Are</p> <p>Non-linear Voices in the Park, The Trouble with Trolls</p> <p>Well Loved Hairy Maclary, The Cat in the Hat</p> <p>Complexity Owl Babies, The Tiger that came to Tea</p> <p>Contemporary Picture Books Lost and Found, Voices in the Park</p> <p>Non-fiction Range of high quality non-fiction including online and books</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a simple story with predictable phrases e.g. repetition of key phrases – “<i>huff and puff and blow your house down</i>”, “<i>We’re going on a bear hunt....</i>”. Focus on creation of sentence.</p> <p>Transform for GDS: Add additional detail joining sentences using 'and'.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Transform for GDS: Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Begin to talk about improvements.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Tell a basic three part story about a central character e.g. The Gruffalo.</p> <p>Transform for GDS: Add additional character description.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p> <p style="text-align: center;"><u>Poetry / Letter.</u></p> <p>Expected Standard: Write an acrostic poem that links to a given theme, e.g. winter. Ensure that the first letter in each line spells out a word. Make sure that lines end with commas with exception to the last.</p> <p>Transform for GDS: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Transform for GDS: Focus on a descriptive setting.</p> <p style="text-align: center;"><u>Report</u></p> <p>Expected Standard: Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Transform for GDS: Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about some improvements.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a familiar story in three parts. Include accurate sentence punctuation.</p> <p>Transform for GDS: Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter.</p> <p>Transform for GDS: Expand by using simple descriptive language to add detail.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Transform for GDS: With guidance, include consistent number of syllables in each line. Begin to include language devices, such as similes or alliteration. Have greater awareness of the reader and audience.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p>Transform for GDS: Include some of the patterns and language of familiar stories e.g. repeating same words and phrases three times – “run, run as fast as you can”.</p> <p style="text-align: center;"><u>Report</u></p> <p>Expected Standard: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Transform for GDS: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about improvements to their poem and start to change words.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.</p> <p>Transform for GDS: Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>Transform for GDS: Write a riddle in either first or third person (depending on which already used). Begin to use rhyming couplets.</p>