|  |
| --- |
| **Y1 Writing Assessment Framework** |
| **Working towards the expected standard for Y1** |
| The pupil can, after discussion with the teacher: |  |  |  |  |  |  |
| * Write simple sentences that can be read by themselves and others
 |  |  |  |  |  |  |
| * Use capital letters for their name, I, and at the beginning of writing
 |  |  |  |  |  |  |
| * Use full stops to demarcate some sentences
 |  |  |  |  |  |  |
| * Spell some Year 1 common exception words
 |  |  |  |  |  |  |
| * Spell some suffixes from the year 1 spelling patterns [ing, er, ed, est ]
 |  |  |  |  |  |  |
| * Form many letters with the correct starting and finishing point – size may vary
 |  |  |  |  |  |  |
| * Begin to use spacing between words
 |  |  |  |  |  |  |
| * Segment spoken words containing most phase 3 and some phase 4 GPCs accurately
 |  |  |  |  |  |  |
| **Working at the expected standard for Y1** |
| The pupil can, after discussion with the teacher: |
| * Write sentences that are sequenced to form a short narrative
 |  |  |  |  |  |  |
| * Use capital letters and full stops to demarcate many sentences accurately
 |  |  |  |  |  |  |
| * Use capital letters for some proper nouns
 |  |  |  |  |  |  |
| * Use simple past and present tense verbs mostly accurately
 |  |  |  |  |  |  |
| * Use ‘and’ as a coordinating conjunction
 |  |  |  |  |  |  |
| * Spell words containing most Phase 4 and some Phase 5 GPCS accurately and make phonically plausible attempts at others
 |  |  |  |  |  |  |
| * Add suffixes to spell many words correctly [ing, er, ed, est]
 |  |  |  |  |  |  |
| * Spell many Year 1 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
 |  |  |  |  |  |  |
| **Working at greater depth within the expected standard for Y1** |
| The pupil can, after discussion with the teacher: |
| * Write simple coherent narratives about personal experiences and those of others.
 |  |  |  |  |  |  |
| * Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks mostly accurately
 |  |  |  |  |  |  |
| * Include some expanded noun phrases
 |  |  |  |  |  |  |
| * Spell many words containing Phase 5 GPCs accurately and make phonically plausible attempts at others
 |  |  |  |  |  |  |
| * Spell most of the Common Exception Words
 |  |  |  |  |  |  |
| * Spell most prefixes and suffixes taught at Year 1 [ing, er, ed, est, un, es, s ]
 |  |  |  |  |  |  |
| * Form letters that are mostly accurate in shape and size (may attempt cursive script)
 |  |  |  |  |  |  |