



English Writing

Writing Assessment – Year 1



Year 1

2019-20 Writing assessment

Guidance

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.

A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

A pupil's writing which teachers use to make judgements must be produced independently.

If a pupil is not meeting **all** of the requirements for 'Working Towards', then they are classed as 'Not Yet Met'. Children working below these standards should be assessed using the Pre Key-Stage Standards, using the same guidance as above.

The assessment log below, is designed to keep track of childrens work and the range completed across the year. Changing the audience is also a way of challenging more able children. Therefore, a range of audiences, as well as a range of text types, is important to show degrees of formality. E.g. An explanation aimed at KS1 and an explanation aimed at adults can have two different tones.

Assessment Log

Piece	Type/Genre	Audience	Notes on task e.g. Independence

Pre-Key Stage Writing Standards	
Standard 1	
Composition - The pupil can:	Transcription - The pupil can:
<ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription</p>	<ul style="list-style-type: none"> draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).
Standard 2	
<ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot'). 	<ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes.
Standard 3	
<ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. 	<ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).
Standard 4	
<ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. 	<ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of).

The pupil can/is:	A	B	C	D	E	F	G
Working Towards - WT							
begin to write sentences to retell a story or personal experience							
show some use of capital letters and full stops							
use phonetically-plausible attempts for spelling							
begin to form lower-case letters in the correct direction, starting and finishing in the right place							
begin to form lower-case letters in the correct size relative to one another in some of the writing							
begin to use spacing between words.							
Mastery - MAS							
write sentences that are sequenced to form a short narrative							
write about real events with prompts							
Use adjectives to describe							
demarcating some sentences with capital letters and full stops							
beginning to show awareness of question marks							
beginning to show awareness of past and present tense							
using some co-ordination (or/ and / but)							
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically-plausible attempts							
forming lower-case letters in the correct direction, starting and finishing in the right place							
forming lower-case letters in the correct size relative to one another in some of the writing							
using spacing between words							
Greater Depth - GD							
write simple, coherent narratives about personal experiences and those of others (real or fictional)							
Uses similes to compare and create imagery							
demarcating sentences with capital letters and full stops mostly correctly							
begin to use question marks accurately							
begin to use past and present tense correctly							
organises narrative or non-fiction text with some support							
use co-ordination and some subordination (or / and / but / when / if / that / because)							
Spelling many common exception words*							
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.							
Using spacing between words that reflects the size of the letters							
Beginning to open sentences with adverbs (ly words)							
Sometimes uses adverbs of time and manner to structure work (next, after)							