**Optional Record Sheet for end of KS1 Writing Teacher Assessment**

**Name:**

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| **End of KS1 Statutory Assessment** | **Working Towards the Expected Standard** |
| **The pupil can, after discussion with the teacher:** | **Range of Evidence where Criteria Met** |
| * 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
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| **End of KS1 Statutory Assessment** | **Working at the Expected Standard** |
| **The pupil can, after discussion with the teacher:**  | **Range of Evidence where Criteria Met** |
| * 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
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| **End of KS1 Statutory Assessment** | **Working at Greater Depth** |
| **The pupil can, after discussion with the teacher:**  | **Range of Evidence where Criteria Met** |
| * 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
 |  |

\*Teachers should refer to the word lists within the spelling appendix to the national curriculum to exemplify the words that pupils should be able to spell

 (English Appendix 1)

^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)