|  |  |  |
| --- | --- | --- |
| KS1 Writing Assessment using the English writing framework | Child’s name |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (2017-18)  **Working *towards* the expected standard** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | | | | | | | |
| **Date:** | | |  |  | | |  | | |  | | |  | | |  | | | collection | | |
| **Purpose:** | | |  |  | | |  | | |  | | |  | | |  | | |  | | |
| **composition & writing** | | write sentences that are sequenced to form short narrative |  |  | | |  | | |  | | |  | | |  | | |  | | |
| **punctuation** | | demark sentences with capital letters and full stops |  |  | | |  | | |  | | |  | | |  | | |  | | |
| **spelling** | | segment words into phonemes and represent these by graphemes, spelling **some** words correctly and making plausible attempts at others |  |  | | |  | | |  | | |  | | |  | | |  | | |
| spell **some** common exception words |  |  | | |  | | |  | | |  | | |  | | |  | | |
| **handwriting** | | 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 |  |  | | |  | | |  | | |  | | |  | | |  | | |
| uses spacing between words |  |  | | |  | | |  | | |  | | |  | | |  | | |
| **Working *at* the expected standard** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | | | | | | | |
|  | | | A | | B | | | C | | | D | | | E | | | F | | | collection | |
| **composition & writing for purpose** | write simple coherent narratives about personal experiences, (real or fictional) | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| write about real events , recording simply and clearly | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| **punctuation** | demark most sentences with capital letters and full stops | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| use question marks correctly when required | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| **grammar** | 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 | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| **spelling** | segment words into phonemes and represent these by graphemes, spelling **many** words correctly and making plausible attempts at others | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| spell **many** common exception words. | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| **handwriting** | form capital letters and digits of the correct size, orientation and relationship to one another and lower case letters | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| use spacing between the words that reflects the size of the letters | |  | |  | | |  | | |  | | |  | | |  | | |  | |
| **Working at greater depth** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | | | | | | | |
|  | | | A | | | B | | | C | | | D | | | E | | | F | | | collection |
| **composition & writing for purpose** | write effectively and coherently for different purposes, drawing on their reading to inform vocab and grammar | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| **editing** | make simple additions and proof-reading corrections in their own writing | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| **punctuation** | Use the punctuation taught at KS1 **mostly** correctly | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| **spelling** | Spell **most** common exception words | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| Add *suffixes* to spell most words correctly in their writing e.g. –ment, -ness, -ful, -less, ly | |  | | |  | | |  | | |  | | |  | | |  | | |  |
| **handwriting** | Use diagonal and horizontal strokes needed to *join* **some** letters | |  | | |  | | |  | | |  | | |  | | |  | | |  |