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

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| (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  |  |  |  |  |  |  |  |