

Writing Overview | Assessment Indicators and Outcomes

Year 1

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Sometimes uses capital letters and full stops (*demarcate sentences*). **(1)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- Leave spaces between words. **(13)**
- Talks about/discusses what they are going to write and can compose a sentence orally before writing it. **(20)**
- Use some adjectival descriptive language, (e.g. *colour, size and simple emotion.*) **(21)**
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Mostly uses capital letters and full stops (*demarcate sentences*). **(1)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- Joins words and clauses using 'and' (*'then', 'because'* for *greater depth*) to create compound sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use some question marks to demarcate question sentences. **(16)**
- Uses capital letters for names of people, places and personal pronoun I. **(17)**
- To use the simple past tense correctly. **(18)**
- To use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language, (e.g. *colour, size and simple emotion.*) **(21)**
- Begins to re-read writing to check it makes sense and makes some corrections to it. **(22)**
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- To begin to write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*) **(25)**

Term 3

KPIs Expected Standard (EXS)

- Uses capital letters and full stops (*demarcate sentences*). **(1)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- Forms capital letters correctly (but size may vary.) **(12)**
- Joins words and clauses using 'and' (*'then', 'because'* for *greater depth*) to create compound sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use question marks to demarcate question sentences. **(16)**
- To use the simple past tense correctly. **(18)**
- To use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language, (e.g. *colour, size and simple emotion.*) **(21)**
- Re-reads writing to check it makes sense and makes some corrections to it. **(22)**
- Construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- Write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*) **(25)**

Spelling – taught through Sounds-Write

- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- To begin to apply taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC (*secure at Phase 5 or equivalent.*) **(2)**
- To begin to spell the taught common exception words aligned to your phonics/reading progression document. **(7)**
- To know and use letter names to distinguish between alternative spellings of the same sound. **(8)**
- Spell the days of the week correctly. **(10)**

Handwriting – ongoing

- Sits correctly at a table and holds the pencil appropriately. **(11)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- To begin to form capital letters correctly (*but size may vary.*) **(12)**

Greater Depth (GDS) Statement

- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.
- Can sustain the writing of longer texts, which hold the interests of the reader.
- Actively seek and use new words in their writing, including precisely chosen vocabulary.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Class Novels</u></p> <p>Autumn Term Winnie the Pooh Meg and Mog</p> <p>Spring Term Usbourne Busy People Paddington Bear</p> <p>Summer Term Percy the Park Keeper Peter Rabbit</p> <p><u>Optional Text</u> The Ugly Duckling Where the Wild Things Are The Night Before Christmas. The Cat in the Hat Owl Babies The Tiger that came to Tea The Day the Crayons Quit</p> <p><u>Non-fiction</u> Range of high quality non-fiction including online and books</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>We're going on a bear hunt We're going on a lion hunt</p> <p>Expected Standard: Retell a simple story with predictable phrases. Focus on creation of sentence.</p> <p>Objectives: 1, 12, 13, 20</p> <p>Transform for GDS: Add some description through use of adjectives</p> <p style="text-align: center;"><u>Recount</u></p> <p>Write from experience of routines e.g. their day.</p> <p>Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Objectives: 1, 5, 13, 20</p> <p>Transform for GDS: Ordering the sequence of events using words such as first, next, then. Beginning to use 'and' to join clauses</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Meg and Mog stories</p> <p>Expected Standard: Tell a basic three part story about a central character(s)</p> <p>Objectives: 21, 23</p> <p>Transform for GDS: Adds additional description about the character</p> <p style="text-align: center;"><u>Letters</u></p> <p>Dear Santa</p> <p>Expected Standard: Write a simple letter with an opening and ending.</p> <p>Objectives: 1, 5, 13, 21</p> <p>Transform for GDS: Expand sentences using 'because'</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>The Enormous Turnip</p> <p>Expected Standard: Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Objectives: 1, 14</p> <p>Transform for GDS: Adds additional description about the character and events</p> <p style="text-align: center;"><u>Report</u></p> <p>People who help us (non-fiction texts to inform)</p> <p>Expected Standard: Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Objectives: 1, 17, 18/19</p> <p>Transform for GDS: Uses capital letters for proper nouns. Uses some language from research in their writing</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Lost and Found – Oliver Jeffers</p> <p>Expected Standard: Retell a familiar story in three parts. Include accurate sentence punctuation.</p> <p>Objectives: 1, 21, 23, 24</p> <p>Transform for GDS: Write own version of the story in sequence.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Mr Wolf's Pancakes</p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. Layout to include a simple title and numbered instructions.</p> <p>Objectives: 1, 14, 19, 21</p> <p>Transform for GDS: Expand by including an equipment list.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Percy the Park Keeper (& other titles in the collection)</p> <p>Expected Standard: Write a complete simple story in three parts linked to a topic. Include accurate sentence punctuation.</p> <p>Objectives: 1, 16, 19</p> <p>Transform for GDS: Write own version of the story using familiar story language to sequence e.g. One day, first, next, then etc.</p> <p style="text-align: center;"><u>Report</u></p> <p>Parks in Darlington</p> <p>Expected Standard: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Objectives: 1, 14, 17, 18/19</p> <p>Transform for GDS: Beginning to organise sentences under simple headings</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Can recite words to a simple poem.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Little Red Riding Hood The Three Little Pigs</p> <p>Expected Standard: Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.</p> <p>Objectives: 1, 15, 21, 24</p> <p>Transform for GDS: Change the character to have the opposite trait e.g. from bad to good.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Park visits</p> <p>Expected Standard: Write a simple first person recount linked to topic/personal experience, incorporating at least three events in order, whilst maintaining past tense, in the form of a simple letter</p> <p>Objectives: 1, 17, 18</p> <p>Transform for GDS: Use descriptive language to add detail and the use of conjunctions to expand sentences.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Can recite words to a simple poem.</p>

The class novels are read at story time. The optional texts may be read to the class across the year as and when the teacher decides, they may be used as a stimulus for writing.