

Year 1 - Teacher Assessment Framework for Writing

Working towards the expected standard	
The pupil can, with support:	
Composition	<ul style="list-style-type: none"> articulate a complete sentence and write it read their own written sentence aloud write simple sentences
Transcription	<ul style="list-style-type: none"> demarcate the start sentences with a capital letter, sometimes correctly demarcate the end sentences with full stops, sometimes correctly use finger spaces between words know letters of the alphabet and the sounds which they commonly represent segmenting words into phonemes orally when considering spelling
Working at the expected standard	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> write a sequence of simple sentences to form a short narrative write for a variety of purposes re-read sentences aloud and check that they make sense use some expanded noun phrases to describe
Transcription	<ul style="list-style-type: none"> demarcate most sentences with full stops and capital letters at the beginning of sentences and for proper nouns use the co-ordinating conjunctions 'and', 'but' and 'because', mostly correctly segment words into phonemes and represent these with graphemes, sometimes spelt correctly spell some/most HFW* spell some common exception words* (Year 1 word list) know and apply some spelling patterns correctly * (Outlined in Gorsey Bank Spelling Programme – Year One) (in particular: adding -s/-es,-ing/-ed/-er/-est, and un-) use correctly formed letters writing 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
Working at greater depth	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> write a simple narrative about their own and others' experiences (real and fictional)
Transcription	<ul style="list-style-type: none"> use commas (in a list) and question marks in some of their writing use past and present tense throughout a piece of writing, mostly correctly use a range of coordinating (or/and/but) and subordinating conjunctions (when/if/that/because) appropriately add suffixes that are spelt correctly (e.g. -ful, -ly) using the diagonal and horizontal strokes taught to join some letters in some of their writing