

Key Stage 1 Teacher Assessment Framework for Writing 2018/19 onwards

Working TOWARDS the expected standard	Working at the EXPECTED STANDARD	Working at GREATER DEPTH
write sentences that are sequenced to form a short narrative (real or fictional)	write simple, coherent narratives about personal experiences and those of others (real or fictional)	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	write about real events, recording these simply and clearly	
		make simple additions, revisions and proof-reading corrections to their own writing
demarcate some sentences with capital letters and full stops	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	use the punctuation taught at Key Stage 1 mostly correctly [^]
	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 some words correctly and making phonically-plausible attempts at others	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spell some common exception words*	spell many common exception words*	spell most common exception words*
		add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
form lower-case letters in the correct direction, starting and finishing in the right place	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
form lower-case letters of the correct size relative to one another in some of their writing		
use spacing between words	use spacing between words that reflects the size of the letters	
		use the diagonal and horizontal strokes needed to join some letters

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).