

End of Year 1

WRITING - Recording Grid using Statutory Interim TA framework criteria

Please indicate in the A,B,C & D boxes which genre has been used, the location of the work and the date.  
(At least one of the pieces needs to be a narrative.)

Working towards the expected standard

Name:		A	B	C	D	collection
Pupil(s) are beginning to meet the following aims with support in <b>some</b> of their writing:						
To use simple story ideas or retell a familiar story using short, simplistic sentences.						
To reread writing aloud to check that it makes sense.						
To use adjectives that have been modelled.						
To begin to sequence ideas and events in order.						
To begin to use familiar plots for structuring the opening, middle and end of stories.						
To begin to discuss and read aloud writing with adults and peers.		N/A	N/A	N/A	N/A	N/A
	Capital letters for names.					
	Capital letters for places.					
	Capital letters for days of the weeks.					
	Capital letter for personal pronoun 'I'.					
	Finger spaces.					
	Full stops to end sentences.					
To use simple sentence structures (which may often be repetitive).						
To spell some words containing previously taught phonemes and GPCs accurately.						
To spell some Y1 common exception words accurately (from English Appendix 1).						
To use phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).						
To write lower case letters in the correct direction, starting and finishing in the right place.						

Working at the expected standard

Name:		A	B	C	D	collection
Pupil(s) are beginning to independently apply their knowledge in many instances.						
To write sentences in order to create short narratives and non-fiction texts.						
To reread writing to check that it makes sense and make suggested changes.						
To use adjectives to describe.						
To sequence ideas and events in order.						
To use familiar plots for structuring the opening, middle and end of stories.						
To discuss and read aloud writing with adults and peers.		N/A	N/A	N/A	N/A	N/A
	Capital letters for names.					
	Capital letters for places.					
	Capital letters for days of the weeks.					
	Capital letter for personal pronoun 'I'.					
	Finger spaces.					
	Full stops to end sentences.					
	Question Marks.					
	Exclamation Marks.					
To use simple sentence structures.						
To use the conjunction 'and' to link ideas and sentences.						
To spell many words containing previously taught phonemes and GPCs accurately.						
To spell many Y1 common exception words and days of the week accurately (from English Appendix 1).						
To use phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).						
To use –s and –es to form regular plurals correctly.						
To use the prefix 'un'.						
To add the suffixes –ing, -ed, -er, and est to root words (with no change to the root words).						
To write lower case letters in the correct direction, starting and finishing in the right place.						

Working at greater depth within the expected standard

Name: Pupil(s) are confidently and independently able to apply their knowledge in <b>most</b> of their writing:		A	B	C	D	collection
To write sentences in order to create short narratives and non-fiction texts.						
To reread writing to check that it makes sense and make suggested changes.						
To use adjectives to describe.						
To sequence ideas and events in order.						
To use familiar plots for structuring the opening, middle and end of stories.						
To discuss and read aloud writing with adults and peers.						
	Capital letters for names.					
	Capital letters for places.					
	Capital letters for days of the weeks.					
	Capital letter for personal pronoun 'I'.					
	Finger spaces.					
	Full stops to end sentences.					
	Question Marks.					
	Exclamation Marks.					
To use simple and compound sentence structures.						
To use the conjunction 'and' to link ideas and sentences.						
To spell all words containing previously taught phonemes and GPCs accurately.						
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).						
To use phonic knowledge when spelling more complicated unfamiliar words (i.e. produce phonically plausible spellings).						
To use –s and –es to form regular plurals correctly.						
To use the prefix 'un'.						
To add the suffixes –ing, -ed, -er, and -est to root words.						
To spell simple compound words.						
To write lower case letters in the correct direction, starting and finishing in the right place with a good level of consistency.						