

Year One	Term One	Term Two	Term Three
<b>Writing Assessment</b>	<b>KPIs On-track for Expected Standard (EXS)</b>	<b>KPIs On-track for Expected Standard (EXS)</b>	<b>KPIs Expected Standard (EXS)</b>
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>Describe a character using simple adjectives</li> <li>Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>Write simple instructions in order with some imperative verbs</li> <li>Write sentences sometimes demarcated accurately with full stops</li> <li>Begin to separate words with spaces</li> <li>Begin to use capital letters for the beginning of sentences and for names</li> <li>Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others</li> </ul>	<ul style="list-style-type: none"> <li>Use traditional story language</li> <li>Structure story into three parts</li> <li>Describe a setting, something or someone with some appropriate adjectives</li> <li>Write in first person using capital letter for "I"</li> <li>Write sentences mostly demarcated by full stops and capital letters</li> <li>Experiment with exclamation marks</li> <li>Write in sequence using words to signal time e.g. first, next, then, after</li> <li>Maintain past tense</li> <li>Spell most common exception words taught so far</li> <li>Form most lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form lower-case letters of the correct size relative to</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>Structure writing using some features of the given form</li> <li>Write instructions with some expansion about something they know well including imperative verbs.</li> <li>Assemble information about a topic, describing different aspects of the subject.</li> <li>Use the conjunction "and"</li> <li>Use descriptive language with some use of comparative and superlative adjectives</li> <li>Spell words containing each of the 40+ phonemes taught</li> <li>Use simple past and present verbs mostly accurately</li> </ul>

being phonetically plausible

- Makes phonetically plausible attempts to spell words that have not been learnt
- Form many lower case letters in the correct direction, starting and finishing in the right place.

#### KPIs On-track for Greater Depth (GDS)

- Independently structure writing by ordering sequence of events with use of words like first, next, after, when.
- Join clauses by using the conjunction 'and'.
- Make careful choices of adjectives.
- Distinguish between a statement and a command
- Expand by including more instructional features e.g. numbered points

one another in some of their writing

#### KPIs On-track for Greater Depth (GDS)

- Independently choose to expand ideas and sentences using "and"
- Independently choose to add detail using a variety of adjectives
- Independently choose to use and apply vocabulary gathered from reading.
- Consider the reader when making vocabulary choices
- Read own writing to check it makes sense
- Make simple edits and corrections to own writing after discussion with the teacher

- Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences
- Use spaces between words
- Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits
- Use features of standard English

#### KPIs Greater Depth (GDS)

- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
- Always think about reader as they write, making precise choices
- Choose to expand ideas with simple conjunctions and descriptive language
- Consistently use the full range of punctuation taught

by the end of Year 1 mostly accurately

- Add the suffixes –ing, -ed, -er to spell many words correctly
- Evaluate the impact of writing on the reader
- Articulate own success criteria