

Stanbridge Lower School

Year 1

Writing Teacher Assessment Framework

Working Towards the Expected Standard

Pupil(s) are beginning to meet the following aims with support:		
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.		
To reread their writing aloud to check that it makes sense.		
To use adjectives that have been modelled.		
To use simple sentence structures (which may often be repetitive).		
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
To spell some words containing previously taught phonemes and GPCs accurately.		
To spell some Y1 common exception words accurately (from English Appendix 1).		
To write lower case letters in the correct direction, starting and finishing in the right place.		

To note;

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.

Writing Teacher Assessment Framework

Working At the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
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 word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

To note;

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.

Writing Teacher Assessment Framework

Working At Greater Depth within the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.		
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.		
To reread their writing to check that it makes sense and independently make changes.		
To use adjectives to describe (sometimes ambitious beyond the year group).		
To use simple and compound sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Are able to regularly use	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
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 -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 and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

To note;

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.