

DRAFT: 2016 Writing Key Stage 1 Teacher Assessment Performance Descriptors

Composition: planning, drafting, evaluating, editing and proof-reading	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
Attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences. Creates simple poems.	Writing demonstrates some appropriate use of:	Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Some lower case letters are accurately formed, starting and finishing in the correct place
Before writing, sentences are planned by:	spaces between words	Some words containing previously taught phonemes are spelt accurately	Some capital letters and the digits 0 to 9 are accurately formed
saying out loud what the writing will be about	adjectives for description	Some common exception words are spelt accurately	Some spaces are left between words
using oral composition to recognise where the sentence begins and ends	'and' to join words and clauses	Days of the week are sometimes spelt accurately	Hold a pencil comfortably and correctly
Writing is discussed with the teacher and other pupils to:	capital letters for some names of people, places and days of the week	Some spelling rules and guidance, as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' are accurately applied (including: some accurate use of suffixes when adding -s or -es as the plural marker for nouns and the third person singular marker for verbs)	Holds a pencil comfortably and correctly
check that what they have written makes sense	There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks	Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place
make simple changes where suggested	Writing demonstrates appropriate use of:	Most words containing previously taught phonemes are spelt accurately	Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
Some of the grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing writing	capital letters for some proper nouns and for the personal pronoun 'I'	Most common exception words are spelt accurately	Some consistency in the size and spacing of digits and letters is maintained throughout the writing
Writes for different purposes, when prompted, but may not always maintain form when:	some expanded noun phrases for description	Days of the week are spelt accurately	Spacing between words is mostly appropriate
writing narratives about personal experiences and those of others (real and fictional)	words combined to make single clause sentences	The full range of spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' and some of the rules and guidance for year 2 are accurately applied, including mostly accurate use of:	Holds a pencil comfortably and correctly
writing about real events	some co-ordination using and/but to join clauses	the prefix un-	Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another
writing poetry	mostly grammatically accurate sentences, sequenced to form short narratives	suffixes when adding -ing, -ed, -er, and -est where no change is needed in the spelling of the root word	Words are almost always appropriately and consistently spaced in relation to the size of the letters
Uses the drafting process to:	Uses capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions. There is some use of commas to separate items in a list and some attempted use of apostrophes for contraction and singular possession	Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Some diagonal and horizontal strokes are used to join letters
say out loud and plan what the writing will be about	Writing demonstrates appropriate use of	Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied and demonstrated	All aspects of writing transcription: handwriting at the national standard are embedded
write down some ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books	capital letters for almost all proper nouns	Most common exception words are spelt accurately	Holds a pencil comfortably and correctly
write sentences which are sequenced to form short narratives	adjectives, adverbs and expanded noun phrases to describe and specify	The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 2' are usually applied accurately, including spelling of:	Handwriting is legible and consistent in size with appropriate spacing between words
Writing is discussed with the teacher and other pupils to:	the present and past tense, including the progressive form to mark actions in progress throughout writing	words with suffixes where changes are needed to the root word	Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left un-joined
consider word choice, grammar and punctuation	co-ordination, using or/and/but	longer words formed by the addition of suffixes (including: -ment, -ness, -ful, -less, -ly)	Text in bold is main criteria
make simple changes where appropriate	subordination, using when/if/that/because	All aspects of writing transcription: spelling at the national standard are embedded	Text not in bold in a pale background is sub criteria
The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing and evaluating writing	grammatically accurate sentences with different forms and functions (statements, questions, exclamations and commands)	Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
Re-reads own writing to check that what is written makes sense	features of written Standard English	Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices, demonstrating accurate application of phonic knowledge and skills and of the spelling rules and guidance listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 2'	
Produces a variety of written pieces for different purposes, maintaining form when:	Uses punctuation, almost always correctly (including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in lists; and apostrophes for some contracted forms and some singular possession in nouns)		
writing narratives about personal experiences and those of others (real and fictional)	All aspects of writing composition: planning, drafting, evaluating, editing and proofreading at the national standard are embedded		
writing about real events	Writing demonstrates confident and consistent use of:		
writing poetry	a variety of sentences with different structures and functions, correctly punctuated		
Uses the drafting process to:	the present and past tense, including the progressive form, correctly chosen and consistently used throughout writing		
gather and write down ideas and key words, including new vocabulary drawn from reading, and discussion of different types of writing	features of written Standard English		
encapsulate what is to be said, sentence by sentence, to compose meaningful narratives			
Writing is discussed with the teacher and other pupils to:			
evaluate the effective use of word choice, grammar and punctuation			
make appropriate additions, revisions and corrections			
The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing and evaluating writing			
Re-reads own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/ progressive form			
Proof-reads own writing to check for errors in spelling, grammar and punctuation			
All aspects of writing composition: planning, drafting, evaluating, editing and proofreading at the national standard are embedded			
Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes			
Uses the drafting process to gather and write down ideas and key words, including new vocabulary, drawn from a wide range of reading across the curriculum			
In response to discussion or comment:			
evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation			
makes simple additions, corrections and revisions to their writing, often without prompting			

Key:
Pupils working below national standard
Pupils working towards national standard
Pupils working at national standard
Pupils working at mastery standard
Text in bold is main criteria
Text not in bold in a pale background is sub criteria

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