

**End-of-key stage 1 statutory assessment – Working towards the expected standard**

<b>Name:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>Collection</b>
<b>The pupil can, after discussion with the teacher:</b>							
• write sentences that are sequenced to form a short narrative (real or fictional)							
• demarcate some sentences with capital letters and full stops							
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
• spell some common exception words							
• form lower-case letters in the correct direction, starting and finishing in the right place							
• form lower-case letters of the correct size relative to one another in some of their writing							
• use spacing between words							

**End-of-key stage 1 statutory assessment – Working at the expected standard**

<b>Name:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>Collection</b>
<b>The pupil can, after discussion with the teacher:</b>							
• write simple, coherent narratives about personal experiences and those of others (real or fictional)							
• write about real events, recording these simply and clearly							
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required							
• 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 many of these words correctly and making phonically-plausible attempts at others							
• spell many common exception words							
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
• use spacing between words that reflects the size of the letters							

## End-of-key stage 1 statutory assessment – Working at greater depth within the expected standard

Name:	A	B	C	D	E	F	Collection
<b>The pupil can, after discussion with the teacher:</b>							
<ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>							
<ul style="list-style-type: none"> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>							
<ul style="list-style-type: none"> <li>use the punctuation taught at key stage 1 mostly correctly</li> </ul>							
<ul style="list-style-type: none"> <li>spell most common exception words</li> </ul>							
<ul style="list-style-type: none"> <li>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</li> </ul>							
<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes needed to join some letters</li> </ul>							

Please note

Use of these tick boxes is **optional**. There is no statutory requirement for these to be produced for moderation purposes. It is a resource teachers may **choose** to use. In addition, the boxes above indicate pieces A-F. This does not mean that writing moderation requires six pieces of evidence. The amount needed is dependent on the school/teacher/skill and child.