**Year 1 Writing Assessment Framework**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date of work: | |  |  |  |  |  |  |
| Working towards the expected standard | | | | | | | |
| Writing a simple sentence that can be read by themselves and others | |  |  |  |  |  |  |
| Making recognisable letters | |  |  |  |  |  |  |
| Holding a pencil correctly | |  |  |  |  |  |  |
| Spelling some words phonetically | |  |  |  |  |  |  |
| Spelling some Year 1 common exception words | |  |  |  |  |  |  |
| Working at the expected standard | | | | | | | |
| Write simple, coherent narratives | sentences in a logical sequence |  |  |  |  |  |  |
| simple time adverbials |  |  |  |  |  |  |
| beginning to use pronouns accurately |  |  |  |  |  |  |
| simple adjectives used |  |  |  |  |  |  |
| Demarcating **most** sentences with | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| Demarcating sentences with **some** use of | question marks |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |
| Using some conjunctions (and / because) | |  |  |  |  |  |  |
| Using spacing between words | |  |  |  |  |  |  |
| Forming lower case letters in the correct direction, starting and finishing in the right place and sitting on the line | |  |  |  |  |  |  |
| Segmenting spoken words in to phonemes and representing these by graphemes, spelling **some** correctly | |  |  |  |  |  |  |
| Adding suffixes to spell **some** words correctly in their writing (s, es, ing, ed) | |  |  |  |  |  |  |
| Spelling many Year 1 common exception words | |  |  |  |  |  |  |
| Working at greater depth | | | | | | | |
| Using some expanded noun phrases to describe and specify | |  |  |  |  |  |  |
| Using present and past tense mostly correctly and consistently | |  |  |  |  |  |  |
| Using **some** coordination (and / but) | |  |  |  |  |  |  |
| Using **some** subordination (because / when) | |  |  |  |  |  |  |
| Beginning to join **some** letters | |  |  |  |  |  |  |
| Adding suffixes to spell **most** words correctly in their writing  (s, es, ing, ed, er, est) | |  |  |  |  |  |  |
| Segmenting spoken words in to phonemes and representing these by graphemes, spelling many correctly | |  |  |  |  |  |  |
| Re-reading writing to check it makes sense | |  |  |  |  |  |  |
| Spelling **most** common exception words | |  |  |  |  |  |  |

Year 1 Common Exception Words:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | come | has | I | no | pull | school | there | we |
| are | do | he | is | of | push | she | they | were |
| ask | friend | here | love | one | put | so | to | where |
| be | full | his | me | once | said | some | today | you |
| by | go | house | my | our | says | the | was | your |