

# The Assessment of Writing at the end of Key Stage 1

Your child's writing ability will be assessed by your child's teacher and moderated by other teachers and Norfolk County Council. Your child will be assessed as:

WT - working towards the National Standard.

NS - working at the National Standard

GD - working at greater depth within the National Standard.

## **Working towards the expected standard**

### **Your child can, after discussion with the teacher:**

write sentences what are sequenced to form a short narrative (real or fictional)

demarcate some sentences with capital letters and full stops

segment spoken words in phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

spell some common exception words \* those words detailed in the National Curriculum.

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.

### **\* Common Exception Words**

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

## **Working at the Expected Standard**

### **Your child can, after discussion with the teacher:**

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.

Working at Greater Depth within the National Standard

Your child can, after discussion with their teacher:

write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

make simple additions, revisions and proof-reading corrections to their own writing

use the punctuation taught at key stage 1 mostly correctly

spell most common exception words

add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

use the diagonal and horizontal strokes needed to join some letters.