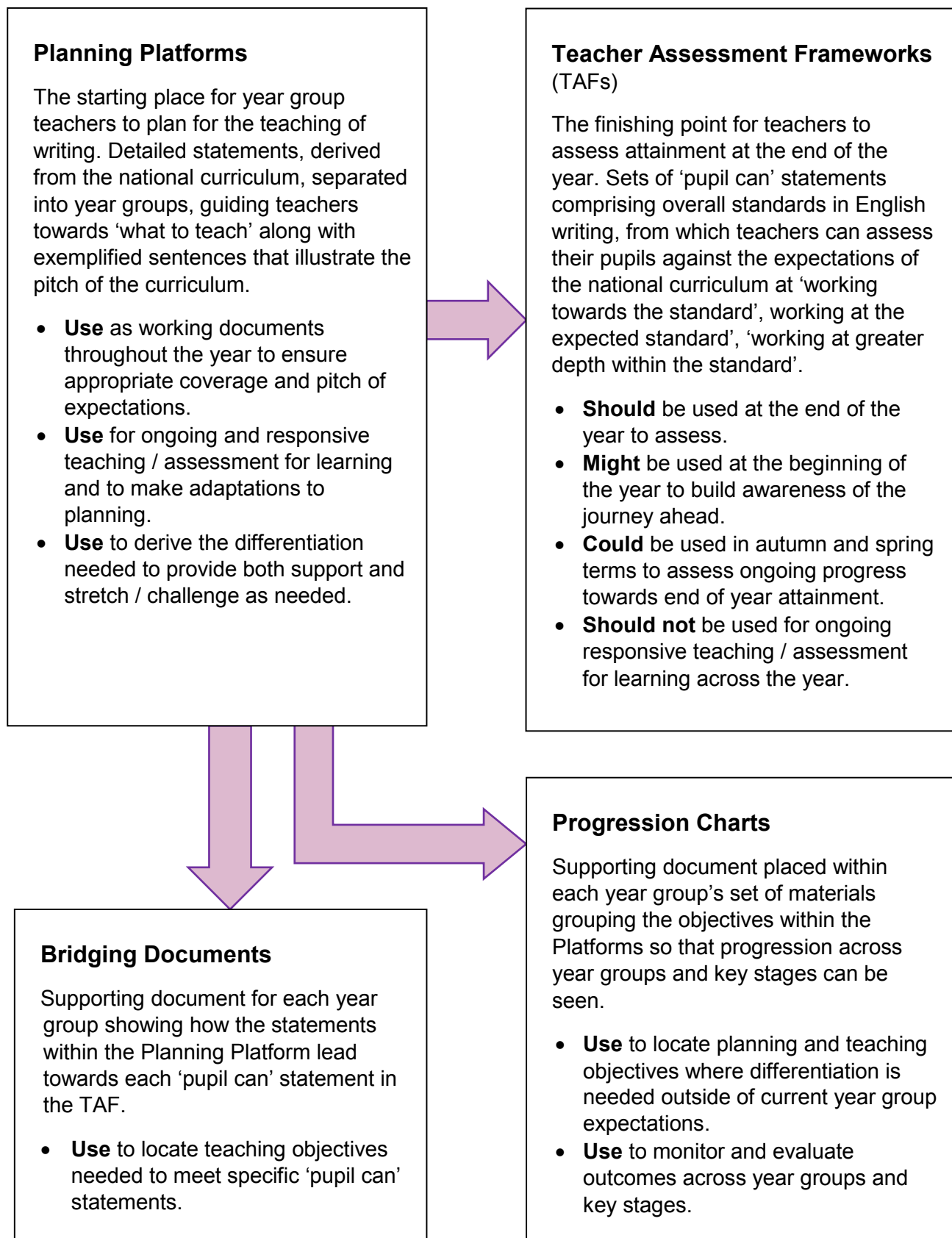


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Diagrammatical overview of suite of documents



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing narratives					
orally rehearse sentences and sequence them to form short narratives	write simple, coherent narratives about personal experiences and those of others (real or fictional)	create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†
		use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action
			use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

End of Year 1 assessment – Working towards the expected standard						
Name	A	B	C	D	E	F
The pupil can, after discussion with the teacher:						
<ul style="list-style-type: none"> say out loud what they are going to write about 						
<ul style="list-style-type: none"> write a single sentence demarcated with capital letters and full stops 						
<ul style="list-style-type: none"> segment many spoken words into phonemes and represent these by graphemes 						
<ul style="list-style-type: none"> spell some common exception words* 						
<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 						
<ul style="list-style-type: none"> recognise where spaces between words have been missed 						

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Planning Platform statement	'Pupil can' statement
<ul style="list-style-type: none"> spell the days of the week spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum 	<p>spell some Y1 common exception words* and the days of the week</p>
<ul style="list-style-type: none"> re-read what they have written to check for sense read aloud their writing clearly enough to be heard by their peers and the teacher use the terminology for Year 1 found in English Appendix 2 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly use letter names to distinguish between alternative spellings of the same sound spell most words relating to the Year 1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used) name the letters of the alphabet in order use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words <i>e.g. helping, helped, helper, eating, quicker, quickest</i> 	<p>segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically plausible way</p>
<ul style="list-style-type: none"> use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place, i.e. middle or top form capital letters form digits 0–9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) make distinctions between ascenders and descenders and other 'between the line' letters distinguish between similar looking letters 	<p>form many letters and digits correctly, with some difference between upper- and lower-case letters</p>

Piece 2: Recount of visit to Knebworth House

LO: To write a recount.

TO: 1.12

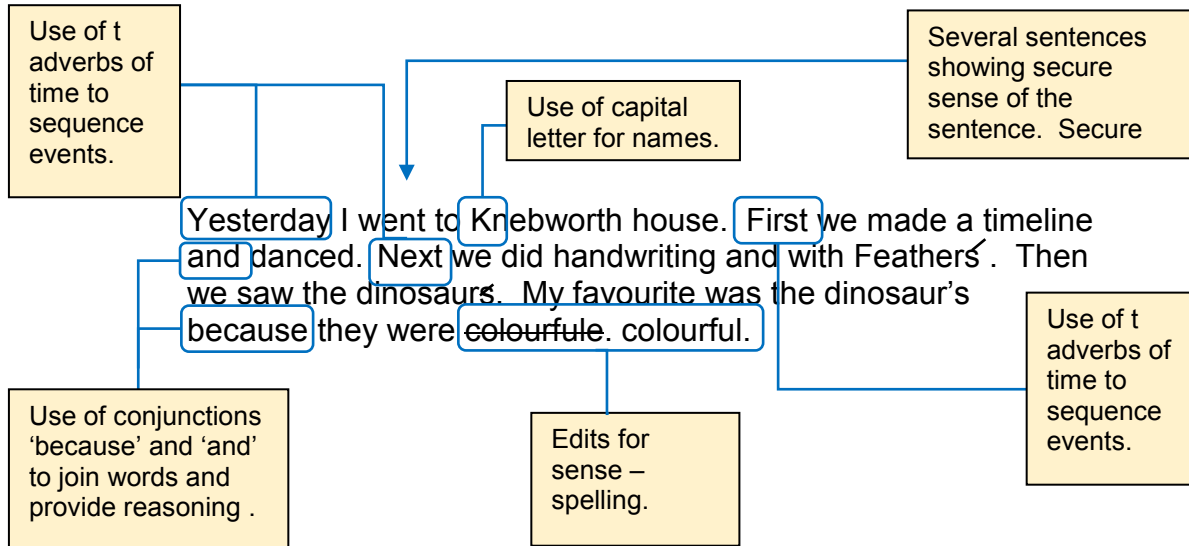
Knebworth House activities gardens
dinosaurs Queen Elizabeth I

Yesterday I went to
Knebworth house. First we
made a timeline and
danced. Next we did
handwriting and with feathers.
Then we saw the dinosaurs.
My favourite was the
dinosaurs because they
were colourful.

Year 1 – Child A – Piece 2

LO: To write a recount

Knebworth House activities gardens dinosaurs Queen Elizabeth I



After discussion and modelling in a large group, this recount was written, and information from the child's own experience was assembled. The concept of a sentence is secure, and sustained throughout this cross-curricular (History) writing. The child uses a capital letter for the personal pronoun I. She uses adverbs of time to sequence events. She uses the conjunctions 'and' and 'because' to join words and provide reasoning. This piece demonstrates some evidence of proofreading to correct spelling. The child makes use of alternative graphemes for previously taught phonemes, e.g. feather -ea/e. Letters are formed accurately, descenders are clear and ascenders are developing. Simple inflected endings of '–s' for plural nouns are demonstrated.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Composition	Composition	Composition	Composition	Composition
Planning	Planning	Planning	Planning	Planning	Planning
use ideas from reading in a narrative	use a shared text as a model for writing	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	use other similar writing as models for their own	use other similar writing as models for their own
				in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed	in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed
				identify the audience for and the purpose of the writing	identify the audience for and the purpose of their writing and select the appropriate form when planning
say out loud what they are going to write about	plan or say out loud what they are going to write about, including writing based on personal experiences	plan or say out loud what they are going to write about, including writing based on personal experiences	discuss ideas for writing, beginning to make personal choices when planning	begin to use a variety of approaches to support effective planning	use a variety of approaches to support effective planning,
	write down ideas, and/or key words, including new vocabulary	write down ideas, and/or key words, technical vocabulary and phrases	write down ideas, and/or key words, technical vocabulary and phrases	note and develop initial ideas, drawing on reading and research where necessary	note and develop initial ideas, drawing on reading and research where necessary
say a sentence before writing it	encapsulate what they want to say, sentence by sentence	compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)	rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)