

Standards in Writing : YEAR ONE

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for Writing: YEAR ONE

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
Composition				
To write with purpose	Use some of the characteristic features of the type of writing used.	Expected standard has not been met.	A writing frame or structure provided by the teacher is used.	Knowledge of characteristic features is used.
To use imaginative description	Use well-chosen adjectives to add detail. [3]		Some adjectives are used.	Some expanded noun-phrases are used to describe and specify. [3]
	Use names of people, places and things.		Names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.
	Use nouns and pronouns for variety.		Some pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.
	Use adverbs for extra detail.		Some adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.
To organise writing appropriately	Re-read writing to check it makes sense.		There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.
	Use the correct tenses. [4]		Tenses are used inconsistently.	Tenses are generally used correctly. [4]
	Organise writing in line with its purpose.		Writing is organised in line with its purpose.	Writing is generally organised appropriately.
To use paragraphs	Write about more than one idea.		When guides or prompts are provided, writing includes more than one idea or step.	Ideas are split into paragraphs.
	Group related information.		When guides or prompts are provided, ideas are grouped under headings.	Paragraphs contain clearly related information.
To use sentences appropriately	Sequence sentences to form a clear narrative.		writing includes some related sentences.	Writing includes a number of related sentences that flow and make sense as a short narrative.
	Join sentences with conjunctions and connectives.		sentences are linked with conjunctions and connectives.	Sentences are linked with a range of conjunctions and connectives.
	Vary the way sentences begin. [2]		Sentences begin with a range of words other than 'and' or 'then'.	Sentences begin in a variety of ways and take on a variety of forms (such as statements, questions, exclamations and commands). [2]

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To present Neatly	Begin to form lower-case letters correctly and of consistent size. [W4, W5], [11]	Expected standard has not been met.	Some letters are beginning to show correct formation. [W4, W5]	Letters are generally formed correctly and consistently. [11]
	Form capital letters correctly and of consistent size. [11]		Some letters are beginning to show correct formation.	Letters are generally formed correctly and consistently. [11]
	Form digits 0–9 correctly and of consistent size. [11]		There may be inconsistencies in the size of digits.	Digits are generally formed correctly and consistently. [11]
	Begin to join some letters. [10]. [17]		Some letters are joined.	Some letters are joined. [10]
	Use spacing between words that reflects the size of the letters. [W6], [12]		Words are beginning to be spaced appropriately. [W6]	Words are usually spaced appropriately. [12]
To spell correctly	Spell words containing 40+ learned phonemes. [W2], [6]		Spoken words are segmented into some of the 40+learned phonemes and applied in writing. [W2]	With reminders, most of the 40+ learned phonemes are applied correctly in writing. [6]
	Spell common exception words. [W3], [7], [14]		Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly. [W3]	Most of the common exception words are spelled correctly. [7]
	Add prefixes and suffixes. [9], [16]		Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used. [9]
	Use the possessive (singular) apostrophe. [15]		Apostrophes may sometimes be used.	The possessive apostrophe is sometimes used correctly.
	Distinguish between homophones and near-homophones.		Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To punctuate accurately	Begin to use a capital letter for the names of people, places, the days of the week and I.	Expected standard has not been met.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	Capital letters are generally used appropriately.
	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. [W1], [1], [8], [13], and [Year 6, W6]		Full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks. [W1]	With reminders, most sentences are punctuated and include a range of punctuation. [1], [Year 6, W6] Apostrophes for the contracted form of words are generally used correctly. [8], [Year 6, W6]
	Use subordination (when, if, that, because). [5]		Subordination and coordination are beginning to be used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]
	Use coordination (or, and, but). [5]		subordination and coordination are beginning to be used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]
Analysis and Presentation				
To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.		Some of the terminology listed is beginning to be used correctly.	Most of the terminology listed is used correctly.
	Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.		Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.
To present writing	Read aloud clearly enough to be heard by peers and the teacher.		Reading aloud is audible to others.	Reading aloud is clear and audible to others.
	Read aloud with some intonation.		There is some intonation when reading aloud.	There is generally good intonation.