



MODERATION ASSESSMENT TOOL: YEAR ONE

	YEAR ONE		
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. After discussion with the teacher, they can:</i>
Transcription (Spelling and Handwriting)	- Beginning to form many lower-case letters in the correct direction, starting and finishing in the right place. - Knows which letters to form in similar ways. - Use phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible.	- In most writing, lower case letters are correct in size and formation, distinguishing between ascenders and descenders. - Write from memory simple dictated sentences, including words using the GPCs and common exception words taught so far. - Begin to use new suffixes (ing, ed, er) and the prefix 'un'.	- Forms letters confidently with most accurate in shape and size, including capital letters and digits. - Spell words containing each of the 40+ phonemes taught. - Accurate spelling of common exception words (Y1 list), including days of the week. - Use common suffixes where there is no change to the spelling of the root word (quicker, quickest, helping, helped)
Composition	- Understand what a sentence is and recognises sentences in reading. - Use some predictable and patterned language in own writing drawn from reading and role play. - Write sentences to match pictures or sequences of pictures, illustrating an event; re-read what is written to check it makes sense. - Write a simple recount of a real event.	- Use a range of story language in their own writing. - Write a simple, short narrative, structured into 3 parts. - Describe a noun using appropriate adjectives. - Begin to use simple planning tools to support structure. - Begin to experiment with word choice and sentence openers. - Discuss what has been written with a teacher.	- Follow a simple plan to sequence sentences, forming short narratives, rereading what has been written to check it makes sense. - Structure different styles of writing, using some features of the given form. - Make conscious word choices, including for description, with some use of comparative and superlative adjectives. - Read aloud their writing to teachers and peers.
Vocabulary, grammar and punctuation	- Separate words with spaces. - Begin to use capital letters accurately, including for the beginning of sentences and names. - Write some sentences correctly demarcated with a full stop. - Write in first person using a capital letter for the personal pronoun 'I'.	- Experiment with varied punctuation such as exclamation and question marks. - Write in sequence using words to signal time (e.g. first, next, after that, finally) - Maintain past tense in writing. - Recognise nouns as names for objects, people and places and use them appropriately. - Understand the job of an adjective.	- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - Use capital letters, full stops, exclamation marks and question marks to demarcate sentences - Use conjunctions such as 'and' to join clauses. - Write in the past and the present tense. - Recognise verbs, including regular and irregular, as action words and use them correctly (jump/jumped, take/took)
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	- Independently structure writing by ordering sequence of events with use of words like first, next, after, finally. - Use conjunctions such as 'and'. - Make considered word choices, using adjectives. - Use specific features when writing for different purposes (i.e. numbered points)	- Independently choose to expand ideas and sentences using conjunctions such as 'and'. - Independently choose to add detail, using a variety of adjectives appropriately to enhance writing. - Recognise statements, questions and explanations. - Apply a range of new vocabulary from reading to writing. - Make simple edits and corrections after discussion with the teacher.	- Independently structure own writing based on a simple plan, using patterns and language from familiar stories. - Make precise choices, thinking about the reader. - Choose to expand ideas with simple conjunctions (and, but, so, or, because) and descriptive language. - Apply the spelling rule for adding '-s' '-es' - Use the full range of punctuation taught in Y1.