

Year 1 Writing Assessment Indicators

Secure in the standard & Moving beyond the standard

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Year 1 | Writing Indicators

Teacher Guidance

How to use the indicators

The PiXL Y1 Writing Assessment Indicators focus on certain key aspects of writing outlined in the National Curriculum for the specific purpose of supporting teachers to identify strengths and weaknesses in pupils' writing skills throughout Key Stage 1. Additionally, they will allow teachers to plan effectively and ensure that the correct indicators are met where relevant. They do not cover all of the content of the National Curriculum, but allow pupils to embed the writing skills expected of them outlined within it whilst enabling them to develop the skills which are required of writers at the end of Key Stage 1.

There are two standards of indicators within each year group, *Securing the standard* and *Moving beyond the standard*. Each standard provides a clear set of 'pupil can' statements against which teachers can assess pupils. A pupil working at *Secure in the standard* should be able to evidence all the statements within that standard across a range of writing, unless they have a particular (and clearly documented) weakness in a specific area. Pupils working at *Moving beyond the standard* may not evidence all the statements in their entirety although pupils should be able to demonstrate that they are consistently meeting most of them in their daily writing.

Teachers should base their judgement on a broad range of evidence, which will come from day-to-day writing in the classroom. This should include work in curriculum subjects other than English, although a pupil's work in this subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements but to meet the standard a pupil must be able to write in a range of forms and for a variety of purposes.

Teachers should be confident that pupils have met the standard preceding the one at which they judge them to be working. The End of Key Stage 1 TAF should be referenced for those working above the Y1 *Moving beyond* standard.

Language Clarification

some – indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent

many – indicates that the statement is met frequently, but not yet consistently

most – indicates that the statement is generally met with only occasional errors

Child as a writer

Year 1 pupils should be able to demonstrate the characteristics below across all writing, and in response to a range of text types, to be judged as secure in the standard:

Can generate ideas from a stimulus, e.g. picture, prop, story, drama, visitor, visit

Can compose a sentence orally before writing it

Can re-read what they have written to check it makes sense

Can discuss what they have written with the teacher or other pupils

Can read aloud their writing clearly enough to be heard by their peers and the teacher

Year 1 | Writing Indicators

Secure in the standard

The pupil can:

Composition – overall effect

After discussion with the teacher:

Write sentences by saying aloud what they are going to write

Write sentences that are sequenced to form a short narrative (real or fictional)

- Use the sequence of existing stories
- Use sequencing language that may be modelled by the teacher, e.g. first, then, after that

Use some features of different text types

- in narrative: include story language, e.g. Once upon a time, One day, repeated refrains
- in non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next

Composition – sentences

Use simple sentence structures

Najma has a new bike.

Use adjectives to describe

The cheeky monkey ate the ripe fruit.

Write sentences using the conjunction *and* to join clauses

The kitten sat on the rug and she went to sleep.

Punctuation (using mostly correctly):

Use capital letters to demarcate the beginning of some sentences

Use full stops to demarcate the end of some sentences

Use capital letters for some proper nouns

Use exclamation marks or question marks to demarcate the end of some sentences

Spelling

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

Spell most Year 1 common exception words

[English Appendix 1](#)

Use -s and -es to form regular plurals correctly

Use suffixes -ing, -ed, -er and -est to change root words where no change is required to the root word mostly correctly

Spell most words with prefixes correctly

- un

Handwriting

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

Year 1 Writing Indicators

Moving beyond the standard

The pupil can:

Composition – overall effect

Write independently with confidence

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

- Generate ideas inspired by existing stories read both in class and at home

Write about real events, recording these simply and clearly

Use features of the text type taught

- in narrative: use the features of stories that they have heard, choose appropriate vocabulary (from a word bank)
- in non-narrative: use taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and opinion

Composition – sentences

Use present and past tense mostly correctly

Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, because) to join clauses

We visited the common because we are learning about nature.

Billy wore the knitted romper but he preferred his jungle trousers.

Use adverbs to qualify verbs

Vikram added the flour carefully.

Punctuation

Demarcate sentences mostly correctly with capital letters and full stops, exclamation marks and question marks as required

Spelling

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 of the Year 1 and Year 2 common exception words

[English Appendix 1](#)

Handwriting

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