

A hand holding a yellow pencil is shown writing on a sheet of lined paper. The background features a handwriting practice chart with rows of letters and numbers. The chart includes uppercase and lowercase letters from L to Z, and numbers from 1 to 0. The text 'Writing Assessment Framework Year 1' is overlaid in the center of the image.

**Writing
Assessment Framework
Year 1**

These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing. These are modelled on and align with the DfE Teacher Assessment Frameworks for Years 2 and 6.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

'Pupil can' statements

'Pupil can' statements are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

Qualifiers and examples

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and '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. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

Evidence

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

A pupil's work in English alone may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.

Teachers may consider a single example of a pupil's work to provide evidence for multiple statements. A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

A flexible approach

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

Spelling

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these.

At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

Terminology

At the end of each standard in each year group, the terminology expectations are also part of the judgement, as these are statutory in the national curriculum.

We do not have this measure in Y2 and Y6, however it is a crucial aspect of whether children have a depth of understanding of grammatical choices in their writing and others'.

End of Y1 assessment – Working towards the expected standard (WT)

The pupil can, after discussion with the teacher:

<ul style="list-style-type: none"> compose a sentence orally before writing it 	
<ul style="list-style-type: none"> using a capital letter on some occasions for names of people, places, the days of the week, and the personal pronoun 'I' 	
<ul style="list-style-type: none"> joining words using 'and' e.g. bread and butter, fish and chips 	
<ul style="list-style-type: none"> spell some words correctly containing the phonemes taught (44) 	
<ul style="list-style-type: none"> spelling some common exception words (year 1 list) 	
<ul style="list-style-type: none"> spell some days of the week 	
<ul style="list-style-type: none"> spelling some words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound 	
<ul style="list-style-type: none"> spelling some words correctly with the tch for the /ch/ sound 	
<ul style="list-style-type: none"> spelling some words correctly with the /v/ sound at the end of words e.g. have, give, live, love 	
<ul style="list-style-type: none"> spelling some compound words correctly e.g. deckchair, bedroom, upstairs, downstairs 	
<ul style="list-style-type: none"> forming some capital letters and digits correctly 	
<ul style="list-style-type: none"> forming some lower-case letters in the correct direction, starting and finishing in the right place 	
<ul style="list-style-type: none"> using some spacing between words 	
<ul style="list-style-type: none"> some terminology is used when talking about writing, showing they can recognise: 	<ul style="list-style-type: none"> letters
	<ul style="list-style-type: none"> capital letters
	<ul style="list-style-type: none"> words – singular and plural
	<ul style="list-style-type: none"> sentences
	<ul style="list-style-type: none"> punctuation
	<ul style="list-style-type: none"> full stop
	<ul style="list-style-type: none"> question mark
<ul style="list-style-type: none"> exclamation mark 	

Common exception words – Year 1

Year 1 -, a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

End of Y1 assessment – Working at the expected standard (EX)

The pupil can, after discussion with the teacher:

<ul style="list-style-type: none"> • write sentences that are sequenced to form short narratives
<ul style="list-style-type: none"> • demarcating some sentences with a capital letter and a full stop
<ul style="list-style-type: none"> • using a capital letter on most occasions for names of people, places, the days of the week, and the personal pronoun 'I'
<ul style="list-style-type: none"> • joining some clauses using 'and'
<ul style="list-style-type: none"> • spell many words correctly containing the phonemes taught (44)
<ul style="list-style-type: none"> • spelling many common exception words (year 1 list)
<ul style="list-style-type: none"> • spell most days of the week correctly
<ul style="list-style-type: none"> • spelling most words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound
<ul style="list-style-type: none"> • spelling most words correctly with the tch for the /ch/ sound
<ul style="list-style-type: none"> • spelling most words correctly with the /v/ sound at the end of words <i>e.g., have, give, live, love</i>
<ul style="list-style-type: none"> • spelling most compound words correctly <i>e.g., farmyard, windmill, playground</i>
<ul style="list-style-type: none"> • adding suffixes to spell some words correctly in their writing where no change is needed to the spelling of the root word. <i>e.g. -s, -es, -ing, -ed, -er, -est</i>
<ul style="list-style-type: none"> • spell some words with the prefix un- correctly in their writing
<ul style="list-style-type: none"> • forming capital letters and digits mostly correct
<ul style="list-style-type: none"> • forming most lower-case letters in the correct direction, starting and finishing in the right place
<ul style="list-style-type: none"> • mostly using spaces between words
<ul style="list-style-type: none"> • most of the terminology is used when talking about their and others' writing:
<ul style="list-style-type: none"> • letters
<ul style="list-style-type: none"> • capital letters
<ul style="list-style-type: none"> • words – singular and plural
<ul style="list-style-type: none"> • sentences
<ul style="list-style-type: none"> • punctuation
<ul style="list-style-type: none"> • full stop
<ul style="list-style-type: none"> • question mark
<ul style="list-style-type: none"> • exclamation mark

Common exception words – Year 1

Year 1 -, a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

End of Y1 assessment – Working at greater depth within the expected standard (GD)

The pupil can write, after discussion with the teacher:

- write simple narratives
- demarcate most sentences with a capital letter and a full stop
- demarcate some sentences with question marks when required
- spelling most common exception words (year 1 list)
- adding suffixes to spell most words correctly in their writing where no change is needed to the spelling of the root word. e.g. -s, -es, -ing, -ed, -er, -est
- most letters are clearly and correctly formed consistently throughout their writing

the terminology is used when talking about their and others' writing:

- letters
- capital letters
- words – singular and plural
- sentences
- punctuation
- full stop
- question mark
- exclamation mark

Common exception words – Year 1

Year 1 -, a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your