

Hampton Primary School

Working Together, Achieving Together



KS1 Writing Curriculum & Assessment Grids



Hampton Primary School

Year 1			
Step	3, 3.5, 4, 5	6, 7	8, 9
Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> ▪ Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far. ▪ Spell words containing each of the phonemes taught so far. ▪ Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. ▪ Spell some common exception words in the YR 1 spelling appendix. ▪ Recognise and understand what a compound word is. ▪ Begin to understand the words ‘singular’ and ‘plural’. Know how to add s to make plural nouns. ▪ Name most letters of the alphabet; know some letter sequences in alphabetical order. 	<ul style="list-style-type: none"> ▪ Write from memory, simple dictated sentences containing the GPCs and words taught so far. ▪ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. ▪ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, er and –est where no change is made to the root word. ▪ Spell most common exception words in the YR 1 spelling appendix. ▪ Recognise and spell a set of simple compound words. ▪ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. ▪ Name the letters of the alphabet in order. 	<ul style="list-style-type: none"> ▪ Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far. ▪ Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. ▪ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, er and –est where no change is made to the root word; know how the affix affects the meaning of the word. ▪ Spell at least all the common exception words in the YR 1 spelling appendix. ▪ Recognise and spell a wide range of simple compound words. ▪ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches. ▪ Name the letters of the alphabet in order, quickly and confidently.
Handwriting	<ul style="list-style-type: none"> ▪ Some letters are correctly formed and orientated, including lower case, capital letters and digits. ▪ Capital letters formed correctly for own name and the personal pronoun ‘I’. ▪ Some spaces are left between words, although inconsistently. ▪ Most letters sit on the line, sometimes with guidance. 	<ul style="list-style-type: none"> ▪ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. ▪ Capital letters formed correctly for some names of people, places and the days of the week. ▪ Some spaces are left between words, although inconsistent. ▪ Most letters sit on the line correctly. 	<ul style="list-style-type: none"> ▪ Most letters are correctly formed and orientated, including lower case, capital letters and digits. ▪ Capital letters formed correctly and appropriately, relative to lower case letters. ▪ Spaces between words are appropriate in size. ▪ Letters sit on the line correctly. ▪ According to the school handwriting policy, some letters may be joined.
Composition	<ul style="list-style-type: none"> ▪ Say out loud what they are going to write about; talk about where the sentence begins and ends, with support. ▪ Attempt to write to the task. ▪ Write simple phrases and sentences to form narratives based on real or fictional experiences. ▪ Orally compose and write simple poems, usually as a group. ▪ With support, re-read writing to check it makes sense. ▪ Discuss own writing with others; make simple changes where suggested. 	<ul style="list-style-type: none"> ▪ Compose sentences orally before writing; talk about where the sentence begins and ends. ▪ Attempt to write appropriately to the task. ▪ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. ▪ Compose orally and write simple poems. ▪ Re-read writing to check it makes sense ▪ Discuss own writing with others; make simple changes where suggested. 	<ul style="list-style-type: none"> ▪ Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends. ▪ Write appropriately to the task. ▪ Write sequences of accurate sentences to form narratives based on real or fictional experiences. ▪ Orally compose and write a variety of simple poems, sometimes independently. ▪ Re-read writing independently, to check it makes sense. ▪ Discuss own writing with others; make appropriate revisions.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ▪ Write phrases, simple sentences or sentence-like structures, which can be partly understood. ▪ Often use ‘and’ to join words and clauses. ▪ Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place. ▪ Talk about question marks and exclamation marks; begin to know their purpose ▪ Use a capital letter for their name and for the personal pronoun ‘I’. ▪ With prompting, include adjectives to describe something. ▪ Begin to use some features of Standard English, with prompting. 	<ul style="list-style-type: none"> ▪ Write sentences or sentence-like structures which can be clearly understood. ▪ Often use ‘and’ to join words and clauses. ▪ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. ▪ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’. ▪ Sometimes include adjectives for description. ▪ Begin to use some features of Standard English e.g. I did. 	<ul style="list-style-type: none"> ▪ Write sentences which are usually grammatically accurate. ▪ Experiment with a range of joining words. ▪ Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. ▪ Use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’. ▪ Often include adjectives for description. ▪ Use some features of Standard English e.g. I did, we were.

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Year 2			
Step	8, 9, 10, 11	12, 13	14, 15
Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> ▪ Write from memory simple dictated sentences which include familiar words and GPCs. ▪ Spell accurately most words containing previously taught phonemes. ▪ Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change. ▪ Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs. ▪ Spell some common homophones e.g. to, two; hear, here; blue, blew. ▪ Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat. 	<ul style="list-style-type: none"> ▪ Write from memory, simple dictated sentences which include familiar words and GPCs. ▪ Spell common decodable two and three syllable words which include familiar graphemes. ▪ Accurately spell words with suffixes– ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. ▪ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. ▪ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. ▪ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<ul style="list-style-type: none"> ▪ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. ▪ Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions. ▪ Attempt to spell more ambitious vocabulary. ▪ Spell all common exception words in the YR 2 spelling appendix accurately. ▪ Spell all common homophones in the YR 2 spelling appendix. ▪ Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.
Handwriting	<ul style="list-style-type: none"> ▪ Holds pencil correctly. ▪ Writing is legible. ▪ Letters and digits are mostly formed and orientated accurately, with some consistency in size. ▪ Spacing is usually appropriate to the size of letters. ▪ Some letters are joined correctly, according to the school's handwriting approach. 	<ul style="list-style-type: none"> ▪ Holds pencil correctly. ▪ Writing is legible. ▪ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. ▪ Spacing is appropriate to the size of letters. ▪ Some letters are joined correctly, according to the school's handwriting approach. 	<ul style="list-style-type: none"> ▪ Holds pencil correctly. ▪ Writing is legible. ▪ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. ▪ Spacing is appropriate to the size of letters. ▪ Appropriate letters are joined consistently, according to the school's handwriting approach.
Composition	<ul style="list-style-type: none"> ▪ Compose sentences orally. Use the drafting process to gather and write down ideas and key words. ▪ Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. ▪ Write about real events, sometimes maintaining form. ▪ Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative. ▪ Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go. 	<ul style="list-style-type: none"> ▪ Compose sentences orally. Use the drafting process to gather and write down ideas and key words. ▪ Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. ▪ Write about real events, maintaining form and purpose. ▪ Compose orally and write poetry in a variety of forms. ▪ Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	<ul style="list-style-type: none"> ▪ Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading. ▪ Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined. ▪ Write about real events, independently maintaining form and purpose. ▪ Confidently and independently write poems which are effective, in a variety of forms. ▪ Re-read writing and make revisions and additions, often without prompting.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ▪ Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. ▪ Co-ordinate some sentences using and, or, but. ▪ Use capital letters for some proper nouns and the personal pronoun 'I'. ▪ Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists. ▪ Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. ▪ Begin to identify some of the following word classes: noun, adjective, verb and adverb. ▪ Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. ▪ Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did. 	<ul style="list-style-type: none"> ▪ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. ▪ Co-ordinate sentences using and, or, but. ▪ Sometimes use subordination e.g. when, if, because. ▪ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. ▪ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. ▪ Identify word classes: noun, adjective, verb and adverb. ▪ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. ▪ Use appropriate features of Standard English. 	<ul style="list-style-type: none"> ▪ Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements. ▪ Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because). ▪ Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists. ▪ Consistently use varied vocabulary to create detail and interest. ▪ Identify four word classes and select appropriate usage of word. ▪ Choose the past or present tense appropriately, including the progressive form. ▪ Consistently use appropriate features of Standard English.

*Statements in **bold** are key performance indicators

Based on Kent Expectations – Hampton Primary School

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