2017/18
Teacher Assessment Frameworks for writing
KS1

HIAS English Team

National curriculum assessments

Key stage 1

Teacher assessment frameworks at the end of key stage 1

For use in the 2017 to 2018 academic year
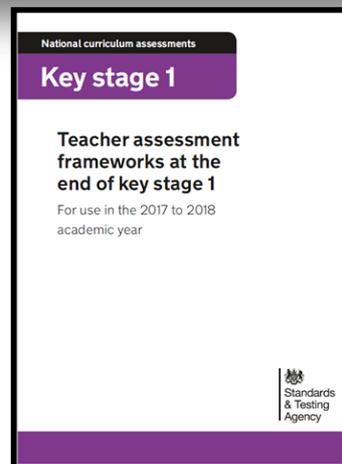
Standards & Testing Agency
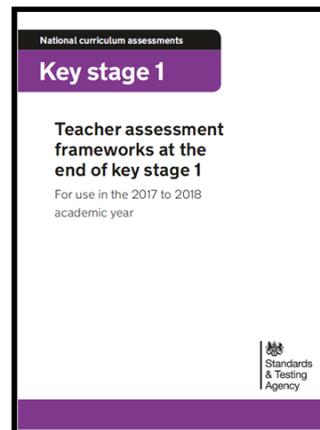
The following slides have been developed to support Year 2 teachers in identifying key changes to the writing standards for 2017/18

National curriculum assessments

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Standards & Testing Agency
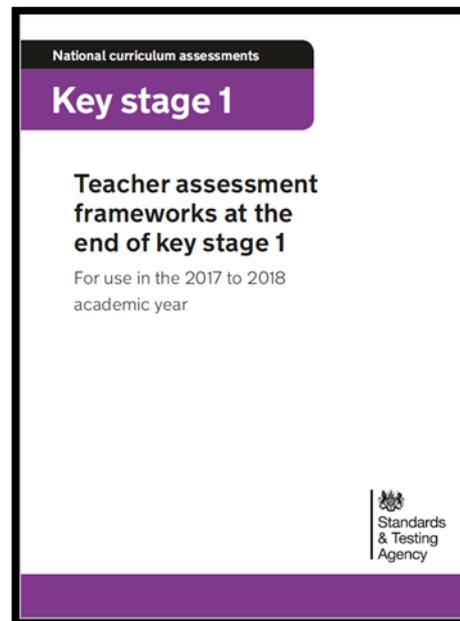
English writing

For 2017 to 2018, we have introduced revised teacher assessment frameworks in English writing only, which include:

- A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.

- Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the key stage 1 programme of study.

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Standards & Testing Agency

Hampshire
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A more 'flexible approach'

- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.

- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

- New exemplification will be released later in the autumn term.

Guidance

We have also updated the guidance within the frameworks to clarify the level of evidence required to support teachers' judgements, including to make clear that:

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

- Teachers may consider a single example of a pupil's work to provide sufficient evidence for multiple statements.

- A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.

- When assessing science, there is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage.

- A school's own tests, in addition to statutory tests, can be used as evidence to support a judgement. Furthermore, a pupil's answers to specific questions in any tests are acceptable forms of evidence to meet certain statements.

It is important to note the guidance relating to items indicated as follows:

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Working towards the expected standard		
2016-17	2017-18	Comment
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional)	The pre-amble words about sequencing now have weight as a statement
• demarcating some sentences with capital letters and full stops	• demarcating some sentences with capital letters and full stops	No change
• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	addition of "phonically-plausible attempts" and "words"
• spelling some common exception words*	• spell some common exception words*	No change
• form lower-case letters in the correct direction, starting and finishing in the right place	• form lower-case letters in the correct direction, starting and finishing in the right place	No change
• forming lower-case letters of the correct size relative to one another in some of the writing	• form lower-case letters of the correct size relative to one another in some of their writing	No change - (replaced the with their)
• using spacing between words	• use spacing between words	No change

Working at expected standard		
2016-17	2017-18	Comment
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	after discussion with the teacher: The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly	the pre-amble words about sequencing now have weight as two bullets
• demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Addition of "when required". No exclamation marks
• using sentences with different forms in their writing (statements, questions, exclamations and commands)		Removed
• using some expanded noun phrases to describe and specify		Removed
• using present and past tense mostly correctly and consistently	• use present and past tense mostly correctly and consistently	No change
• using co-ordination (or / and / but) and some subordination (when / if / that / because)	• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Addition of "e.g." and "to join clauses"
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	addition of "phonically-plausible attempts"
• Spelling many common exception words*	• spell many common exception words*	No change
• spelling some words with contracted forms*		Removed
• adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*		Moved to GDS
• using the diagonal and horizontal strokes needed to join letters in some of their writing		Moved to GDS
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	'Form' replaces 'write'
• use spacing between words that reflects the size of	• use spacing between words that reflects the size of the letters	No change

Working at greater depth standard

2016-17	2017-18	Comment
The pupil can write for different purposes, after discussion with the teacher: The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing '	'Purposes' now taken out of pre-amble & have more weight as own bullet: vocab & grammar added in
• using the full range of punctuation taught at key stage 1 mostly correctly	• use the punctuation taught at key stage 1 mostly correctly^	Removed reference to "full range"
• spelling most common exception words*	• spell most common exception words*	No change
• spelling most words with contracted forms*		Removed
• adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*	• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	No change (first reference to suffixes was removed from EXS)
• using the diagonal and horizontal strokes needed to join letters in most of their writing	• use the diagonal and horizontal strokes needed to join some letters	SOME not MOST