

Pre-Key Stage à GDS Record Sheet for KS1 Writing Teacher Assessment

Name:

Pre -Key Stage Standard 3				
The pupil can:	Evidence			Criteria Met
make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences				
write a caption or short phrase using the graphemes that they already know.				
form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading				
identify or write these 20+ graphemes on hearing the corresponding phonemes				
spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).				
Pre –Key Stage Standard 4				
The pupil can:	Evidence			Criteria Met
make up their own sentences and say them aloud, after discussion with the teacher				
write down one of the sentences that they have rehearsed.				
form most lower-case letters correctly				
identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes				
spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)				
spell a few common exception words (e.g. I, the, he, said, of).				
Working Towards the Expected Standard				
The pupil can, after discussion with the teacher:	Evidence			Criteria Met
-write sentences that are sequenced to form a short narrative (real or fictional)				
-demarcate some sentences with capital letters and full stops				
-segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others				
-spell some common exception words*				
-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.				

Working at the expected standard						
The pupil can, after discussion with the teacher:	Narrative (fiction)	Narrative (non-fiction)	Evidence			Criteria Met
-write simple, coherent narratives about personal experiences and those of others (real or fictional)						
-write about real events, recording these simply and clearly						
-demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
use present and past tense mostly correctly and consistently						
-use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
-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 common exception words*						
-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.						

Working at Greater Depth within the Expected Standard						
The pupil can, after discussion with the teacher:	Narrative (fiction)	Narrative (non-fiction)	Evidence			Criteria Met
-write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
-make simple additions, revisions and proof-reading corrections to their own writing						
-use the punctuation taught at key stage 1 mostly correctly^						
spell most common exception words*						
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*						
-use the diagonal and horizontal strokes needed to join some letters.						

*Teachers must refer to the national curriculum programmes of study for these criteria