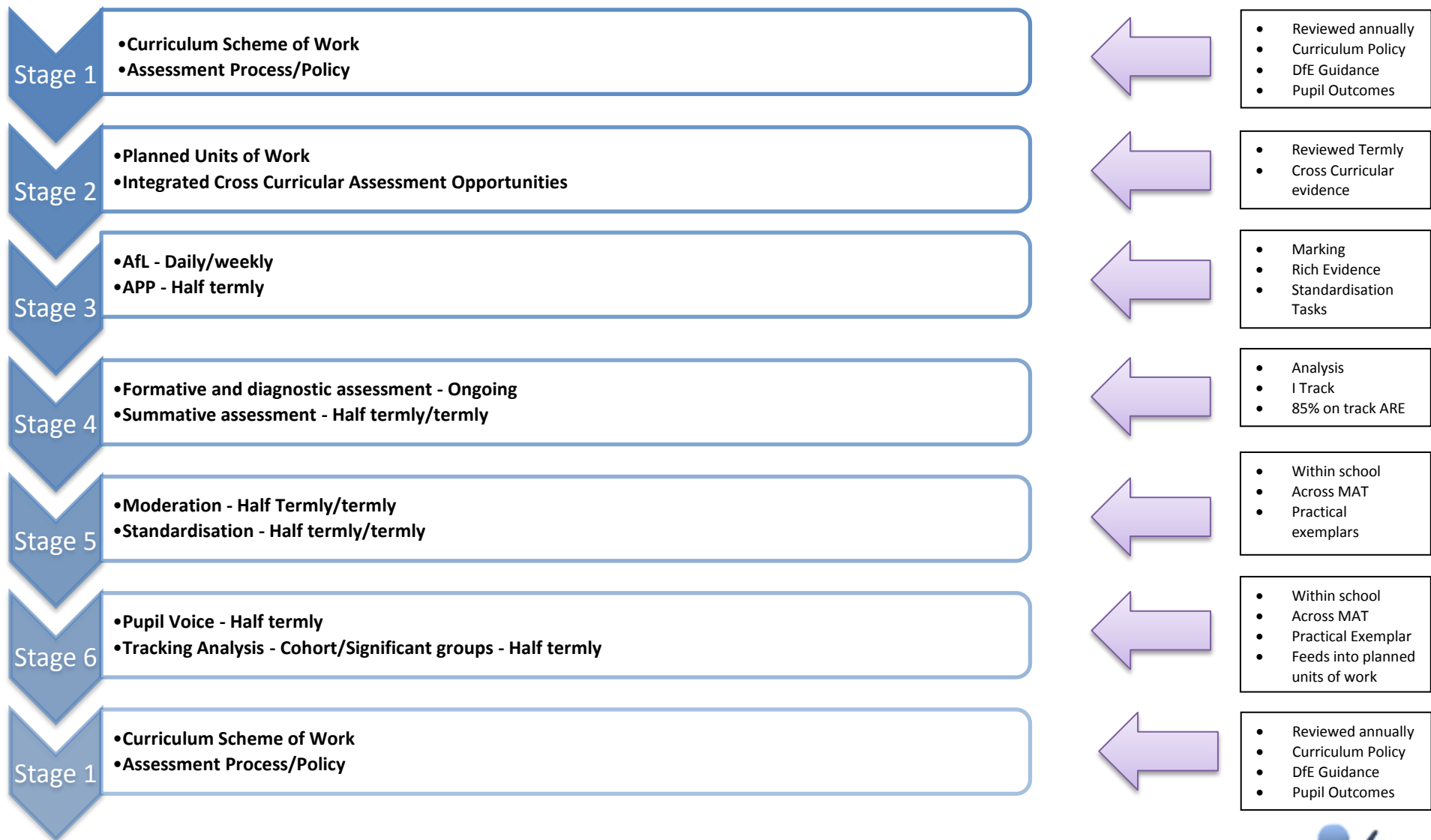




An Daras Multi Academy Trust

Assessing Pupil Progress – Writing (Y1)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 1
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 1 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	<ul style="list-style-type: none"> • Write clearly demarcated sentences • Use 'and' to join ideas • Use conjunctions to join sentences (e.g. so, but) • Use standard forms of verbs, e.g. go/went • Introduce use of: <ul style="list-style-type: none"> ➤ capital letters ➤ full stops ➤ question marks ➤ exclamation marks • Use capital letters for names & personal pronoun 'I' • Write a sequence of sentences to form a short narrative [<i>as introduction to paragraphs</i>] • Use correct formation of lower case – finishing in right place • Use correct formation of capital letters • Use correct formation of digits
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Speak clearly and loudly enough to communicate meaningfully • Ask questions about matters of interest • Express feelings and ideas when talking about matters of interest • Start to develop ideas by adding detail to their speech • Start to understand how to take turns when speaking • Start to listen to others and respond appropriately • Join in with imaginative play taking on role of different familiar characters • Speak in complete sentences after modelling • Retell a familiar story in sentences, using narrative language • Recount an event or experience in sentences • Begin to understand how to change language when speaking to different listeners, e.g. peers and adults

ADMAT/ARE Year 1 Writing/Key Concepts (v2)	Pupil Name:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding																					
A/Grammar	B/Punctuation	C/Writing Process	D/Text Structure and Organisation	E/Writing Composition	F/ Spelling and Handwriting	G/				H/																	
A1. Combine words to make sentences orally and in writing	B1. Separate words in spaces	C1. Orally rehearse sentences before writing	D1. Sequence sentences to form a short narrative or piece of information writing	E1. Sequence sentences to form a short narrative or piece of information writing	F1. Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly																						
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A2. Join words and clauses using "and"	B2. Recognise capital letters and sentence end punctuation and begin to use them	C2. Re-read and check it makes sense	D2. Use basic descriptive language	E2. Use basic descriptive language	F2. Spell Y1 common exception words																						
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A3. Use conjunctions to join sentences (e.g. so, but)	B3. Use question marks and exclamation marks				F3. Spell words with simple suffixes and prefixes correctly (singular and plural "s" and "es", verb endings "ed", "ing" and "er" and "est")																						
EM	TI	EXP	EXC	EM	TI	EXP	EXC									EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4									1	2	3	4								
A4. Use standard forms of verbs (e.g. go, went)	B4. Use capital letters for names and personal pronoun "I"				F4. Form most letters correctly (e.g. correct formation of lower case letters finishing in the right place, correct formation of digits)																						
EM	TI	EXP	EXC	EM	TI	EXP	EXC									EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4									1	2	3	4								
																F5. Naming the letters of the alphabet in order. Using letter names to											

