



Writing Moderation Grids – Year 1

Working Towards the Expected Standard

Pupil(s) are beginning to meet the following aims with support:								
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.								
To reread their writing aloud to check that it makes sense.								
To use adjectives that have been modelled.								
To use simple sentence structures (which may often be repetitive).								
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.							
	finger spaces.							
	full stops to end sentences.							
To spell some words containing previously taught phonemes and GPCs accurately.								
To spell some Y1 common exception words accurately (from English Appendix 1).								
To write lower case letters in the correct direction, starting and finishing in the right place.								

Working at the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:								
To write sentences in order to create short narratives and non-fiction texts.								
To use some features of different text types (although these may not be consistent).								
To reread their writing to check that it makes sense and make suggested changes.								
To use adjectives to describe.								
To use simple sentence structures.								
To use the joining word (conjunction) 'and' to link ideas and sentences.								
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.							
	finger spaces.							
	full stops to end sentences.							
	question marks.							
	exclamation marks.							
To spell most words containing previously taught phonemes and GPCs accurately.								
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).								
To use -s and -es to form regular plurals correctly.								
To use the prefix 'un'.								
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).								
To write lower case and capital letters in the correct direction, starting and finishing in the right place.								
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.								

Working at Greater Depth Within the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:								
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.								
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.								
To reread their writing to check that it makes sense and independently make changes.								
To use adjectives to describe (sometimes ambitious beyond the year group).								
To use simple and compound sentence structures.								
To use the joining word (conjunction) 'and' to link ideas and sentences.								
Are able to regularly use	capital letters for names, places, the days of the week and the personal pronoun 'I'.							
	finger spaces.							
	full stops to end sentences.							
	question marks.							
	exclamation marks.							
To spell all words containing previously taught phonemes and GPCs accurately.								
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).								
To use -s and -es to form regular plurals correctly.								
To use the prefix 'un'.								
To add the suffixes -ing, -ed, -er and -est to root words.								
To spell simple compound words.								
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.								



Reading Moderation Grids – Year 1

Working Towards the Expected Standard

Pupil (s) are beginning to meet the following aims with support:	A	B	C	D	E	F	Collection
To apply phonic knowledge to decode regular words.							
To apply phonic knowledge to attempt to read some common irregular words.							
To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letter or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.							
To read and understand simple sentences.							
To demonstrate pleasure in reading and a motivation to read.							
To listen while others read to them and show understanding.							
To simply retell familiar stories.							
To recognize and join in with predictable phrases in a text.							
To check that a text makes sense to them as they read and begin to self-correct.							
To join in discussions about a text.							

Working at the Expected Standard

Pupil (s) are beginning to independently apply their knowledge and skills:	A	B	C	D	E	F	Collection
To blend sounds in unfamiliar words using the GPCs that they have been taught.							
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.							
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.							
To read words containing taught GPCs.							
To read words containing –s, -es, -ing, -ed and –est endings.							
To read words with contractions (for example – I'm, I'll, we'll)							
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.							
To re-read texts to build up fluency and confidence in word reading.							
To continue to demonstrate a pleasure in reading and a motivation to read.							
To link what they have read or hear to their own experiences.							
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.							
To read familiar stories in increasing detail.							
To recite poems by heart.							
To discuss word meaning and link new meanings to those already known.							
To check that a text makes sense to them as they read and to self-correct.							
To predict what might happen on the basis of what has been read so far.							
To begin to make simple inferences.							
To discuss the significance of titles and events,							
To join in discussions about a text, take turns and listen to what others say.							

Working at Greater Depth Within the Expected Standard

Pupil (s) are confidently and independently able to apply their knowledge and skills.	A	B	C	D	E	F	Collection
To read texts that are more complex and beyond their chronological age.							
To read other words of more than one syllable that contain taught GPCFs.							
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.							
To read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letters)							
To continually demonstrate a pleasure in reading and a motivation to read.							
To discuss their reading preferences, including favourite authors and genres.							
To retell familiar stories in much detail and consider their particular characteristics.							
To clearly explain their understanding of both the texts they can already read accurately, and those they listen to.							
To check that a text makes sense to them as they read and to self-correct.							
To make sensible predictions supported by evidence.							
To make inferences based on what is being said and done.							
To use age-appropriate non-fiction texts to extract information.							
To contribute confidently in discussions about a text, take turns and listen to what others say.							

Working at Greater Depth Within the Expected Standard

Name:															
The pupil can:															
Read and write numbers from 1 to 50 in numerals and words.															
Count, read and write numbers to 200 in numerals. Count forwards and backwards in multiples of twos, fives and tens up to and beyond 100.															
Add and subtract one-digit and two-digit numbers to 20, including zero.															
Represent and use number bonds and related subtraction facts within 20, beginning to memorise the facts.															
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.															
Recognise, find and name a half as one of two equal parts of an object, shape or quantity, in various contexts, using reasoning.															
Recognise and know the value of different denominations of coins and notes.															
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.															
Describe position, direction and movement, including whole, half, quarter and three- quarter turns, <i>being able to plan a short route using simple commands.</i>															

* See national curriculum