Writing at Bernards Heath Infant and Nursery School

FS1 Nursery Birth to 5 Matters BH FS1 Curriculum *3-4 years*	**Physical Development –** Focus on control and pencil grip Mark making with increasing control, forming recognisable pictures and objects Use scissors to cut with purpose Writing name or recognisable mark for their name. **Writing -** **Imitate** adults' writing by making continuous lines of shapes and symbols from left to right **Dictate** sentences for an adult to scribe, breaking the flow of speech into words **Write** letters of their name in order from left to right
FS2 Early Learning Goal BH FS2 Curriculum *4-5 years*	**Statutory ELG: Fine Motor Skills** Children at the expected level of development will: **Hold** a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; **Use** a range of small tools, including scissors, paint brushes and cutlery; **Begin to show accuracy** and care when drawing. **Statutory ELG: Writing** Children at the expected level of development will: **Write recognisable** letters, most of which are correctly formed; **Spell words** by identifying sounds in them and representing the sounds with a letter or letters; **Write simple phrases** and sentences that can be read by others.
Year 1 Y1 Teacher Assessment Framework (TAF) *Guidance provided by HfL* *5-6 years*	**The pupil can, after discussion with the teacher:** **read** own writing aloud clearly for others to hear and discuss **orally rehearse** sentences and **sequence** them to form **short narratives** join words and clauses with the conjunction **'and'** use past, present and future accurately **in speech** and **begin** to incorporate these in their writing demarcate **many** sentences using a capital letter and a full stop, question mark or exclamation mark spell **some** Y1 common exception words* and the days of the week segment spoken words into phonemes and represent these by graphemes, **spelling many words in a phonically-plausible way** form many letters and digits correctly, with **some** difference between upper and lower-case letters use spaces between words
Year 1 **Greater Depth** *Guidance provided by HfL*	**The pupil can, after discussion with the teacher:** **begin** to write effectively and coherently for different purposes **join** words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) use capital letters and full stops **mostly** correctly spell **most** Y1 common exception* words accurately and make **phonically-plausible attempts at spelling unfamiliar words** form **most** letters correctly
Year 2 Statutory *(non-stat from 2023-2024)*, end of KS1 TAF *6-7 years*	**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 **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*1 **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.
Year 2 **Greater Depth**	**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 **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.

Notes for use of qualifiers at KS1 – Year 1 and Year 2

Where qualifiers are used, they have consistent meaning: **'most'** indicates that the statement is generally met with only occasional errors; **'many'** indicates that the statement is met frequently but not yet consistently; and **'some'** indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Notes for assessing at end of KS1 – Year 2

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.

• A pupil's writing should meet all of 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.

• A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.

• A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.