Year 1   Writing Moderation Grid

Name of Child: Class:	Date seen:				
Working Towards the Expected Standard					
WTS1 Use the sounds taught when making phonetically plausible attempts at words.					
WTS2 Write recognisable letters, **most** of which are correctly formed.					
WTS3 Write a simple sentence or phrase that can be read by others.					
Working At the Expected Standard					
E1 Write sentences that are sequenced to form a short narrative (real or fictional)					
E2 Demarcate **some** sentences with capital letters and full stops					
E3 Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others					
E4 Spell some common exception words *Year 1 common exception words					
E5 Form lower-case letters in the correct direction, starting and finishing in the right place					
E6 Form lower-case letters of the correct size relative to one another in some of their writing					
E7 Use spacing between words					
Working At Greater Depth					
GDS1 write simple, coherent narratives about personal experiences and those of others (real or fictional)					
GDS 2 write about real events, recording these simply and clearly					
GDS 3a demarcate most sentences in their writing with capital letters and full stops					
GDS 3b Use question marks correctly when required					
GDS 4 Use present and past tense mostly correctly and consistently					
GDS 5a Use conjunctions (e.g. because / and / but / so)					

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GDS 5b Use some subordination (e.g. when / if / that / because) to join clauses					
GDS 6 Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others					
GDS 7 Spell many common exception words *Spelling rules list and Year 2 words list					
GDS 8 Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters					
GDS 9 Use spacing between words that reflects the size of the letter					