

# SLP Writing Moderation

Pupil \_\_\_\_\_

Date \_\_\_\_\_

## End of Year 1

The following tables contain the 'pupil can' statements for each standard from the KLIPs assessment document. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of Year 1 – Working towards the expected standard					
Name:	A	B	C	D	Collection
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher (real or fictional)					
Demarcating some sentences with capital letters and full stops					
Segmenting some spoken words into phonemes and representing these by graphemes, spelling some correctly					
Spelling some common exception words*					
Mostly forming lower-case letters in the correct direction, starting and finishing in the right place					
Forming lower-case letters relative to one another in some of their writing					
Use some spacing between words					

**End of Year 1 – Working at the expected standard**

Name:	A	B	C	D	Collection
Pupils can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)					
Use some capital letters and full stops					
Use spaces between words					
Begin to use question marks					
Some use of capital letters for names of people, place names, days of the week etc.					
Use the personal pronoun					
Some use of formulaic phrases to open and close texts.					
Use the joining word 'and' to link words and clauses.					
Using some correct spelling of words using prefixes 'un-' / suffixes '-ing', '-ed', '-er' and '-est' where no change is needed in the spelling of root words. (e.g. – helping, helped, helper and quickest.)					
Using the spelling rule for adding – s and – es as the plural marker for nouns (dog – dogs, fox – foxes and I go, he goes)					
Spelling some words correctly and making phonetically plausible attempts at others					
Spelling many common exception words*					
Form lower case letters in the correct direction, starting and finishing in the right place					
Form many capital letters					

## End of Year 1 - Working at greater depth within the expected standard

<b>Name:</b>	A	B	C	D	Collection
The pupil can write coherently for different purposes, after discussion with the teacher. (e.g. using beginning, middle and end).					
Extend range of joining words to link clauses using 'but', 'or' and 'because'					
Spell most common exception words*					

**To be completed by the teachers who are moderating.**

**(Please highlight one ) Based on the evidence of independent work presented in the books this pupil is:**

<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Working at greater depth within the expected standard</b>
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<b>Strengths of the written pieces:</b>	<b>Next steps for the pupil to work on:</b>

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Moderated by \_\_\_\_\_

School (s) \_\_\_\_\_

Date \_\_\_\_\_