

Coast Academies Writing Framework Step 1

Objective		Assessed	Almost	Meeting	Exceeding
1	KPI Spell words containing each of the 40+ phonemes already taught.	Lesson	Pupil can spell simple high-frequency words using RWI set 2 sounds.	Pupil can usually correctly spell high-frequency words using RWI set 3 sounds.	Pupil can consistently correctly spell high-frequency words using RWI set 3 sounds.
2	Spell common exception words	Lesson	Pupil can make phonically plausible attempts at common exception words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (red) words, most of which are correctly spelt: e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
3	Spell the days of the week	Lesson	Pupil can make phonically plausible attempts at spelling days of week	Pupil can correctly spell all the days of the week.	Pupil can confidently and quickly spell days of week correctly.
4	KPI Name the letters of the alphabet in order.	Lesson	Pupil can recognise some letters of the alphabet: e.g. letters in own name	Pupil can name the letters of the alphabet in order.	Pupil can say letters in alphabetical order confidently, starting with any letter.

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5	Use letter names to distinguish between alternative spellings of the same sound	Lesson	With support pupil can use some letter names to distinguish between alternative spellings of the same sound.	Pupil can use letter names to distinguish between alternative spellings of the same sound: e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play.	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.
6	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Lesson	Pupil can, with support, use the spelling rule...etc.	Pupil can independently and with some inconsistencies use the spelling rule: e.g. cats, thanks, catches.	Pupil consistently and confidently uses the spelling rule.
7	Use the prefix un-	Lesson	Pupil can, with support, use the prefix un- in own writing.	Pupil can independently use the prefix un- in own writing: e.g. unhappy, undo, unfair.	Pupil consistently and confidently uses the prefix un- in own writing.
8	Use -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest	Lesson	Pupil can, with support, use the suffixes -ing, -ed, -er and -est in own writing.	Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. buzzing, buzzed, buzzer, grander, grandest.	Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.
9	KPI Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Lesson	With support, pupil can write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly: e.g. Tom had a lot of gifts and cards for his sixth birthday	Pupil can confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.

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10	Sit correctly at a table, holding a pencil comfortably and correctly	Lesson	Pupil can sometimes sit correctly at a table and with support holds the pencil usually using the correct pencil grip in preferred hand.	Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand	Pupil almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.
11	KPI Form most lower-case letters in the correct direction, starting on the line and finishing in the right place.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
12	KPI Form capital letters correctly.		Pupil can correctly form some recognisable capital letters.	Pupil can correctly form most capital letters.	Pupil can confidently and quickly correctly form all capital letters.
13	KPI Form digits 0-9 correctly.		Pupil can, with support, write some recognisable digits.	Pupil can independently write all digits 0–9, most of which are correctly formed.	Pupil can independently write all digits 0-9, all of which are correctly formed.
14	Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these		Pupil can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.	Pupil can correctly identify all handwriting families and sort most letters into them: e.g. pupil can say that ‘the long ladder family’ contains the letters: l, b, l, j, t, u. and uses this knowledge to remember correct letter formation when writing.	Pupil can correctly identify all handwriting families and sort all letters into them, using this knowledge to remember correct letter formation when writing.

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15	Say out loud what they are going to write about.		Pupil can, with support, decide on a topic for writing and say what they will write about.	Pupil can usually decide on a topic for writing and say what they will write about.	Pupil can almost always decide on a topic for writing and say what they will write about.
16	KPI Compose a sentence orally before writing it		Pupil can, with support, compose a sentence orally ready to replicate it in writing.	Pupil can independently compose a sentence orally ready to replicate it in writing.	Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.
17	KPI Sequence sentences to form short narratives, including a beginning, a middle and an end.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
18	KPI Re-read what they have written to check that it makes sense.		Pupil, with support, re-reads what they have written to check that it makes sense.	Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.	Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.
19	Discuss what they have written with the teacher or other pupils		Pupil can sometimes make comments on what they have written.	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'	Pupil can make several relevant points in discussion with teacher about what they have written.

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20	Read aloud their writing clearly enough to be heard by their peers and the teacher		Pupil can, with support, read their writing aloud clearly enough to be heard by a small group	Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.	Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacher.
21	Join words and clauses with 'and': e.g. I went to the park and played on the swing.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
22	KPI Use question marks and exclamation marks appropriately as an alternative to the full stop.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
23	KPI Use full stops and capital letters to demarcate simple and compound sentences accurately.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
24	Use a capital letter for a proper noun and for personal pronoun (I).	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
25	Produce a paragraph or more of developed ideas independently that can be read by an adult without help.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
26	Leave finger spaces between words.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.