



**THE LITERACY**  
COMPANY

## Exemplification materials to support assessment

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### Year 1

C = Composition	GP = Grammar and Punctuation	T = Transcription
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**Produced alongside practitioners to support teachers with the assessment of writing.**

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Castle View Primary School, Runcorn  
St. Clare's Catholic Primary School, Chester  
St. Werburgh's and St Columba's Catholic Primary School, Chester  
Upton Heath C of E Primary School, Chester

## Working on Y1 national standard

This collection demonstrates evidence that the pupil is able to **work on Y1 national standards** across a range of tasks. Y1 national standards are not fully met yet. All writing is completely independent.

### Composition:

The pupil is starting to write short narratives ensuring that sentences are sequenced accurately. The pupil is able to use some simple description (*black body, purple hat, magic purple flower, tight cape*). Some sentences are linked through the use of a pronoun (Superbear, he wears, he has).

Some planning of ideas is included and the teacher indicated that the pupil was able to say out loud what the writing would be about. The pupil is able to check that written work makes sense through re-reading with other pupils and the teacher. The pupil is able to read work aloud clearly (evidenced by the teacher).

**This evidences security in planning, drafting, evaluating, editing and proofreading texts at Y1 national standard.**

### Grammar and Punctuation:

Single clause sentences are evident throughout the pupil's writing and there is evidence of multi-clause sentences joined with 'and' (*Wizard Lizard has a moon on his purple hat and he has a purple body*). The pupil uses capital letters for the names of characters (*Wizard Lizard, Superworm*) but not consistently (*superbair*). There is no evidence of capital letters for place names, days of the week and the personal pronoun I.

Sentence punctuation is evidenced: full stop use is mostly accurate. Some capital letters are used at the beginning of sentences. One question mark has been used accurately. However, further opportunities for using question marks and exclamation marks in writing would ensure that the pupil meets the national standard for Y1 in grammar and punctuation.

### Transcription:

Some lowercase letters are formed accurately (*a, e, r, s, n, d, u, c, f*) but the pupil needs to develop greater consistency when writing letters with ascenders and descenders. The pupil leaves spaces between words and the writing is clear to read. Further evidence of capital letter and digit formation is required.

The pupil is able to make phonically-plausible attempts to spell words not yet learnt (*tigh, bukit, blak, flouer, majik, kaip*) and use previously taught phonemes to spell words accurately (*need/sheet, moon, brown, hairy, brave/spade*). Some common exception words, from the 100 HFW list in Letters and Sounds, are spelt accurately (*he, a, and, you, his, do, to, the, in*).

Developing the pupil's range of suffixes (s/es and ing/ed/er/est) and prefixes (un) would support them in achieving national standard at Y1.

## **Working on Y1 national standard**

There are 3 completed pieces of work within the first part of this exemplification

### **Piece 1 - Instructions**

The class had been enjoying the text 'Superworm'. As a whole class, they had learnt a text map of a set of instructions from another part of the story. When the instructions were learnt, the pupil planned and wrote their own set of instructions on 'How to capture Wizard Lizard'.

### **Piece 2 – Sentences about a character**

After looking at the character 'Wizard Lizard' in Superworm, the children wrote sentences to describe him around a central picture of the character.

### **Piece 3 – Invent a new main character for the Superworm story**

The pupil invented their own character for the Superworm story and wrote a description about it. They focused on three areas: what he looked like, what he was like as a person and the character's super powers.

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Piece 1

Some common exception words spelt accurately. Letters and Sounds 100 HFW (Y1) – you, his, do, to in, the, that,  
T

Some accurate use of suffixes – -ing, -ed, -er (Y1)

Uses and to join words and clauses (Y1)  
GP

How to capture Wizard Lizard  
Are you tired of hearing **ing** Wizard Lizard **waving** his purpul majik flowuer?  
**What you Need :**  
• Sharp spade  
• Camouflaged bukitl  
• Invisibl sheet  
• Thik, long rope  
• Fake super worm  
wot you need to do:  
furst you need to dig a deeb hole;  
next **tigh** the thik rop to the **bukit** **and** fro the bukit in the pit.  
Aft that kvu the pit wiv the invsbl **sheet**.

Leave spaces between words (Y1)  
T

Use punctuation in **some** sentences:  
**Some** full stops and capital letters  
**Some** question marks (Y1)  
GP

Make phonically plausible attempts to spell words that have not yet been learnt (Y1)  
T

Some words containing previously taught phonemes are spelt accurately (Y1)  
T

Piece 2

Use capital letters for names of people, places and days of the week and the personal pronoun I (Y1)  
GP

Make phonically plausible attempts to spell words that have not yet been learnt (Y1)  
T

Begin to link events by subject or pronoun  
C

Wizard Lizard has a moon on  
hid purple hat and he has a blak  
bodey.  
He has a majik purple flouer.

Use punctuation in **some** sentences:  
**Some** full stops and capital letters  
(Y1)  
GP

Some words containing previously taught phonemes are spelt accurately (Y1)  
T

Some simple description (Y1)  
'purple hat'  
'blak bodey'  
'majik purple flouer'  
C

Write down some key words or ideas, including some new vocabulary drawn from listening to books (Y1)  
C

Some common exception words spelt accurately. Letters and Sounds 100 HFW (Y1)  
he, has, a and  
T

Piece 3

Combine words to make single clause sentence  
GP

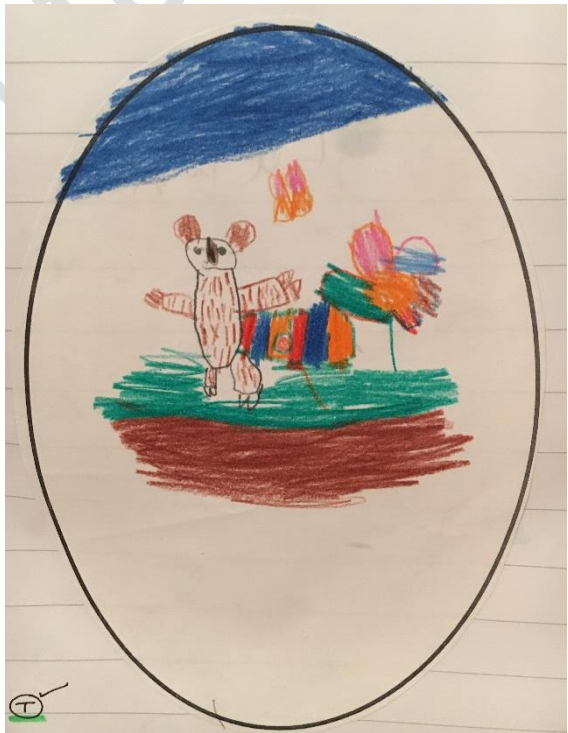
Able to make phonically-plausible attempts to spell words that have not yet been learnt  
T

superbair has brown fur  
and a roud black nose.  
he whes a kaip whiv a d  
on it and it is tight kaip.  
He has a big furrey blue  
yeas and a hairy bac he  
has shighney klas.

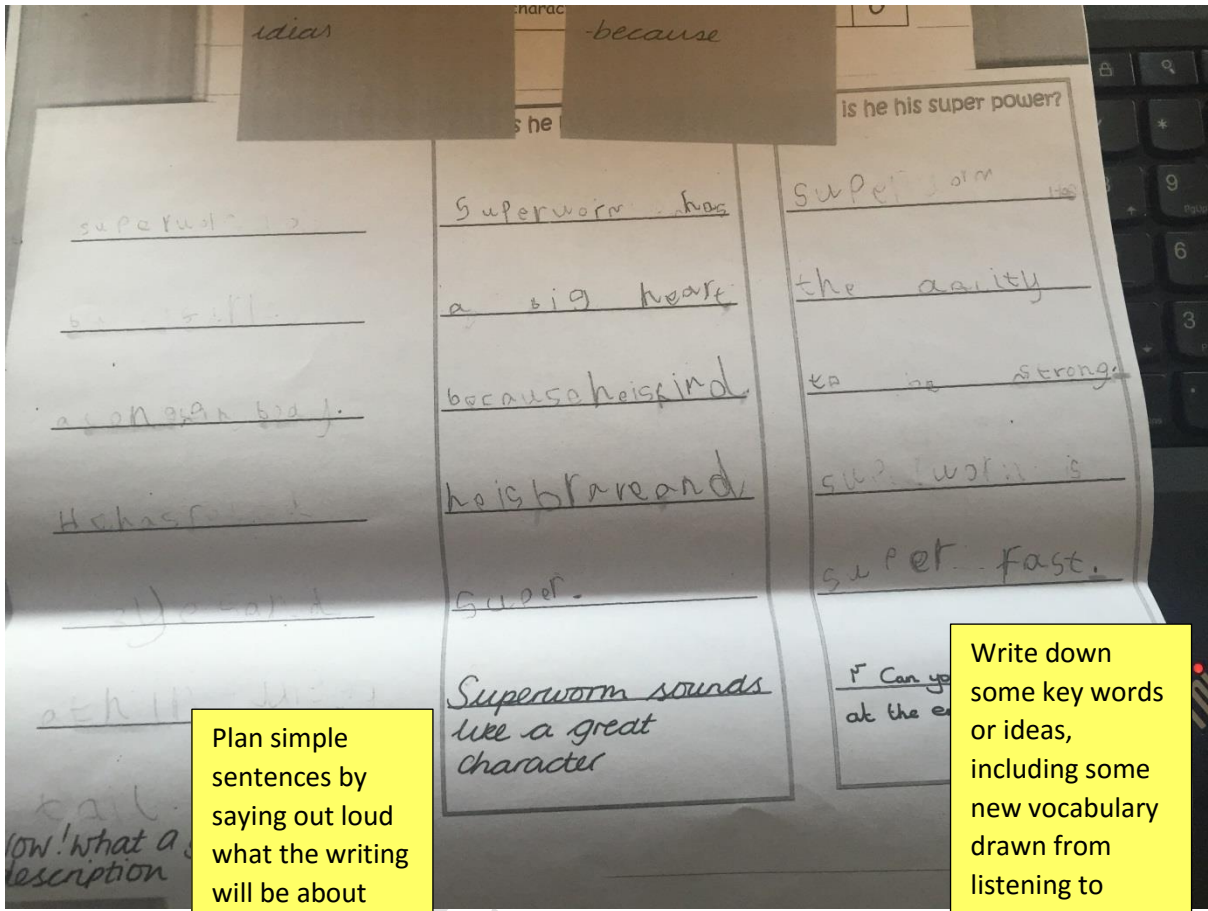
Begin to link events by subject or pronoun  
C

Uses and to join words and clauses  
GP

Some lower case letters are accurately formed, starting and finishing in the correct place  
T











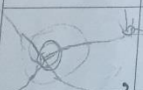








Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used  
C



Plan simple sentences by saying out loud what the writing will be about  
C

Write down some key words or ideas, including some new vocabulary drawn from listening to books  
C

Tuesday 6th October 2015

	I can use a range of adjectives in my writing.							
 Act 1	Planning simple sentences by saying aloud what each sentence will be about.							
				?			X	
		→						
Teach comm	What	you	need:					
				and				
	What	you	do					
	I							
								
	Ull							

Plan simple sentences by saying out loud what the writing will be about

C

The Little



## Working at Y1 national standard **spring term**

The second part of this collection (spring term) demonstrates evidence that the pupil is able to **work at Y1 national standards** across a range of tasks. Y1 national standards are fully met. All writing is completely independent.

### Composition:

The pupil plans for writing through creating story maps and text maps which they orally rehearse before writing. Each sentence is orally composed, helping the pupil to recognise sentence boundaries. The pupil writes short narratives (story, recount, diary, poetry) ensuring that sentences are sequenced accurately. The pupil is able to use simple description throughout all pieces of writing (*little old man, humungous beanstalk, old fashioned toys, cold icy river*). Sentences are linked through the use of a pronoun (The giant/he, Mrs Goodwin's group/we).

The pupil is able to check that written work makes sense through re-reading with other pupils and the teacher. The pupil is able to read work aloud clearly (evidenced by the teacher).

**This evidences security in composition (planning, drafting, evaluating, editing and proof-reading) at Y1 national standard.**

### Grammar and Punctuation:

Single clause sentences are evident throughout the pupil's writing and there is evidence of multi-clause sentences joined with 'and'. The pupil is also beginning to experiment with Y2 conjunctions (*but, when, because*). The pupil uses capital letters for the names of characters (*Sidney, Milky White*), people/places (*Chirk castle, Meerkats*) and the personal pronoun I, but is not yet consistent (*mrs goodwins group*).

Sentence punctuation is evidenced: full stop use is mostly accurate. Capital letters are usually used at the beginning of sentences and the child has self-corrected some of these errors. There is some use of question marks and exclamation marks.

### Transcription:

The pupil is working at the national standard in most areas of transcription. Previously taught phonemes are applied and phonically-plausible attempts are made to spell words that have not yet been learnt. The pupil spells many common exception words accurately from both the 100 and 200 word lists in 'Letters and Sounds'. Suffixes -ing and -ed are almost always spelt accurately. Evidence of spelling of days of the week should be gathered through the child writing the date independently. Lower case letters and capitals are almost always formed accurately and spaces are left between words.

## **Working on Y1 national standard**

There are 6 completed pieces of work within this exemplification

### **Piece 1 - Story: Jack and the bean stalk retelling (plus story map planning)**

The class read the story of Jack and the beanstalk and learnt to tell it using a storymap. Children then innovated their own storymaps and created boxing up to discuss each section of the story in more detail (they chose new characters, animals to sell, descriptions of the giant's wife, where the character should hide and what he might steal from the giant). They wrote their own version of the story using their storymaps and boxing up. A 'Talk for writing' approach was used.

### **Piece 2 – Recount of trip to Chirk Castle**

Prior to the trip the children learnt to say by heart a Roman recount using a text map. Then they went on the trip to Chirk Castle. On their return, the teacher talked about time words with the children to help them to sequence their recount. The children then text mapped and wrote their own recount to Chirk castle.

### **Piece 3 – Poem about dragons**

The teacher read the narrative poem 'Tell me a dragon' by Jackie Morris. The children created their own dragon worlds, they drew dragons and magpied words and phrases from the text. The children role-played being dragons and thought about how they moved. Following this they created verbs ending in -ing to describe how a dragon moves. The poem in this exemplification is the end piece using all the vocabulary generated in previous sessions.

### **Piece 4 – Questions to Jack**

This is a short writing task where children were asked to generate questions to ask Jack how he felt at the point of selling the cow. The questions were to be used for hot seating. Using a question mark was not the lesson focus.

### **Piece 5 – Diary in role as Jack**

After the role play, the children wrote a diary in role as Jack describing the events in the story and how he was feeling throughout.

### **Piece 6 – Letter**

The class had been reading the text 'Billy's bucket' and had done short writing tasks related to the text. After looking at the sea, sea creatures and desert islands, the pupil wrote a letter for a message in a bottle. The children orally rehearsed, textmapped and planned the letter first

Finally, there are two pieces of maths work exemplified to demonstrate that the pupil can write digits 0-9 with accurate formation.

Piece 1

Orally compose a sentence before writing it and recognise sentence boundaries

C



Plan simple sentences by saying out loud what the writing will be about

C

Write down some key words or ideas, including some new vocabulary drawn from listening to books

C

Piece 1

Some full stops and capital letters  
(several examples throughout piece)  
GP

Orally compose a sentence before writing it and recognise sentence boundaries  
C

Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used (Y1)  
C

Begin to link ideas or events by subject or pronoun  
C

Able to make phonically-plausible attempts to spell words that have not yet been learnt (Y1)  
T

Some accurate use of suffixes –ing, –ed, –er, –est where no change is needed to the root word (Y1)  
T

Begin to link ideas or events by subject or pronoun  
C

Use and to join words and clauses  
GP

Some common exception words spelt accurately. Letters and Sounds 100 HFW  
he, a, and, to, was, saw, it, when, she, in, old, her, said, an, called, one, there, but, will, that  
T

Some common exception words spelt accurately. Letters and Sounds 200 HFW  
lived, giant, next, would, home, morning, magic  
T

In a far far land aw there lived an auntei with a nethew called sidney. one day she tolled sidney to sell there rat at the market. But on the way he met a little old man and he said if you sell me ure rat i will give you three beans. But when Sidney got home his auntei she was angry and throw the beans out of th window. Erly next Morning sidney saw the beans had grow into a beanstaik so sidney jumped and he jumped until he saw a realy long road fer was a dorr. Inside was the giants wif who was as ugly as a chuby golin and she said quck highd in the frig. Next along came the giant carrying a magic wand wat"s that I mell he yelled fee fii foo fum I smell the bood of a scottish man be he alive or be he dead I will use his boebs to grind my bread. Luckily the giant fell asleep snoring like a dragon. Sidney hoping he wouldn"t get cau"gt grabbed the wand and climb down the beanstalk. Oh her auntie was mighty joyfull but in the end the wand ran out.

Piece 2

Some full stops and capital letters  
P

Days of the week are spelt accurately (Y1)  
T

Use capital letters for names of people, places and days of the week and the personal pronoun I  
GP

Accurate use of suffixes when adding -s and -es to nouns  
T

Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used  
C

Able to make phonically-plausible attempts to spell words that have not yet been learnt  
T

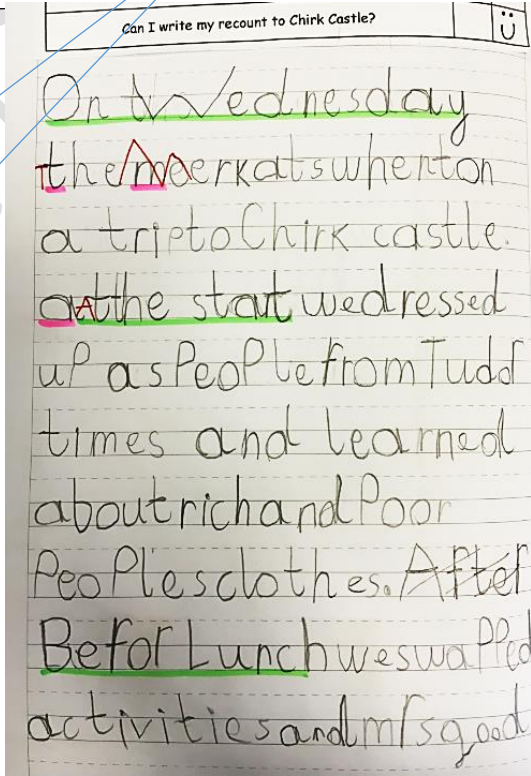
On Wednesday the Meerkats went on a trip to Chirk castle. At the start we dressed up as People from Tudor times and learned about rich and Poor Peoples clothes. After Befor Lunch we swapped activities and mrs goodwins group went into the dungeons. We learnt about the armour. Then it was lunch time. In the afternoon we went and learned about oled fashioned toys then we leared about food and we made biskits.

Capital letters are mostly accurately formed  
\*See letters on child's work displayed below  
T

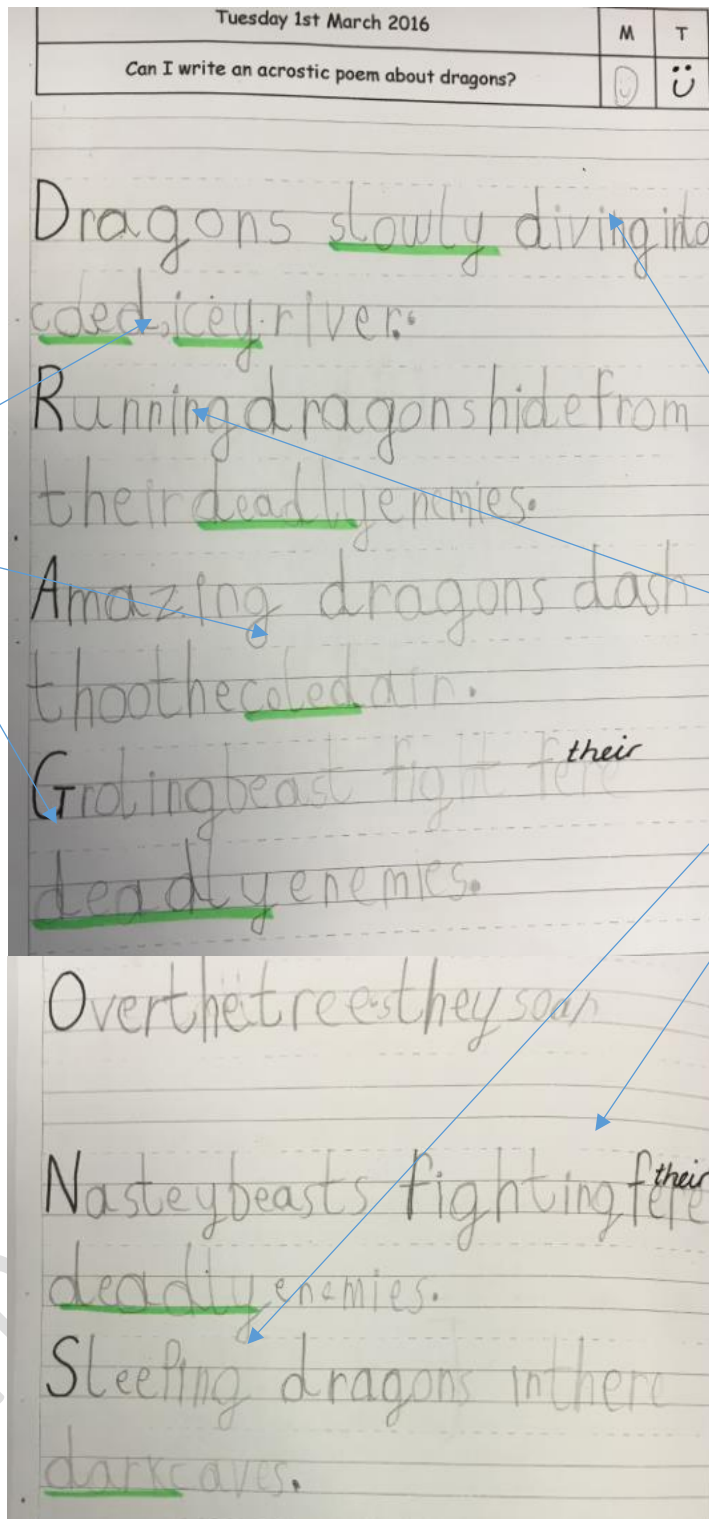
Begin to link ideas or events by subject or pronoun  
C

Use and to join words and clauses  
GP

Some lower case letters are accurately formed, starting and finishing in the correct place  
T



Piece 3



Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used  
C

Combine words to make a single clauses sentence  
GP

Some words containing previously taught phonemes are spelt accurately (ea, ee, igh, ar, a-e,)  
T

Leaves spaces between words  
T

Some accurate use of suffixes -ing, -ed, -er, -est where no change is needed to the root word (some accuracy with -ing endings where root word changes Y2)  
T

Some lower case letters are accurately formed, starting and finishing in the correct place (Y1)  
T

Piece 4

Can I ask Jack a question about how he is feeling?

Use capital letters for names of people, places and days of the week and the personal pronoun I

GP

Are you wuread about Milky White?  
What was the old man like?  
is Milky White a faemail or a mail?  
Are you thinking about Milky white?  
Did milky white were bells?

Some question marks

GP

Some words containing previously taught phonemes are spelt accurately (ea, ou, ai, i-e,)

T

Are you wuread about  
Milky White? What was the old  
man like? Is Milky White  
a faemail or a mail?  
Are you thinking about Milky  
white? Did micky white were  
bells!  
You are very interested in Milky white!

Some lower case letters are accurately formed, starting and finishing in the correct place (Y1)

T

Piece 5

Use capital letters for names of people, places and days of the week and the personal pronoun I

GP

Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used

C

Use and to join words and clauses

GP

Some exclamation marks

GP

Some accurate use of suffixes – ing, –ed, –er, –est where no change is needed to the root word

T

Write down some key words or ideas, including some new vocabulary drawn from listening to books

C

Some words containing previously taught phonemes are spelt accurately (ee, ea, ew, ar, i-e,)

T

Some common exception words spelt accurately. Letters and Sounds 100 HFW

he, a, and, to, was, saw, it, when, she, in, old, my

T

Some common exception words spelt accurately. Letters and Sounds 200 HFW

going, home, garden, because, morning, magic

T

Some full stops and capital letters

(several examples throughout piece, though not as strong in second paragraph)

GP

Dear Diary,  
Early in the morning I woke up and saw a humonous beastalk outside my funt garden. I was excited because I had never seen a beenstalk. It all startid when I needed to sell my cow kalled Milky Wite at the markit. I felt reely sad because she was my only best frend in the hol wold!  
On my way Back home i met an old week man and he said he'd Give me not one not tow but thee magic beans I feltt extremely excited so I ran all the way home but when i got home my mother was extremely cros and she frew the windos. I was dissapointed so I whent to my room now the beens have grone Im going to klimb.



Piece 6

Write down some key words or ideas, including some new vocabulary drawn from listening to books

*desert island, palm tree, hot yellow sand*

C

Use and to join words and clauses

GP

Use capital letters for names of people, places and days of the week and the personal pronoun I.

GP

Begin to link ideas or events by subject or pronoun

C

Some full stops and capital letters

GP

Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used

C

Some exclamation marks

GP

Dear Friend My name is Edith and I am lost on a desert island. I began my mission from my home town of Chester but I fell over board and I had to swim to a island. I need your help to save me. I think I am the only child on this island. I can see the long rough palm tree they are great for providing me with shade. I can hear the tuneful mermaids singing on the smooth rocks. I can feel the hot yellow sand on my toes. I would love to stay but I would like to go home.

Please come and rescue me!

From Edith

Some words containing previously taught phonemes are spelt accurately (ee, ea, er, o-e, a-e, ow)

T

Some common exception words spelt accurately. Letters and Sounds 100 HFW

my, and, can, the, with, they, are, home

T

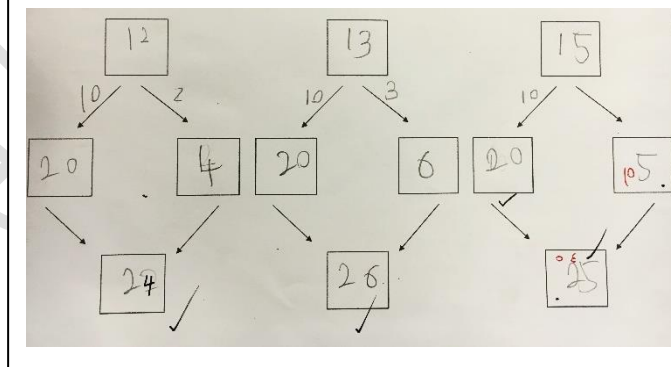
Digits 0-9 are mostly accurately formed

Holds a pencil comfortably and correctly

T

Handwritten arithmetic problems on a piece of paper:

$$5m + 10m = 15m$$
$$6m + 2m = 8m$$
$$6m + 3m = 9m$$
$$10m + 5m = 15m$$
$$12m + 9m = 21m \checkmark$$
$$6m + 5m = 11m \checkmark$$
$$6m - 2m = 4m$$
$$6m - 4m = 2m$$
$$9m - 1m = 8m \checkmark$$



The class teacher reported that this pupil can write simple dictated sentences from memory.

T