

Level 1 Focus

All writing	FSP 6, 7 & 8	1C - Low 1	1B – Secure 1	1A – High 1	2C – Low 2
Sentence Structure AF5	<ul style="list-style-type: none"> ▪ Begins to form captions and simple sentences... (FSP – W8) ▪ Write their own names and other things such as labels, captions and begin to form simple sentences.(EYFS-W40-60+) 	<ul style="list-style-type: none"> ▪ Beginning to express ideas in recognisable words or phrases. 	<ul style="list-style-type: none"> ▪ Beginning to express ideas in sentence-like structures. 	<ul style="list-style-type: none"> ▪ Usually uses simple sentence structures. ▪ Sentence structure is often repeated. 	<ul style="list-style-type: none"> ▪ Uses basic sentence structure. ▪ Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs.
Punctuation AF6	<ul style="list-style-type: none"> ▪ ...sometimes uses punctuation.(FSP–W8) 	<ul style="list-style-type: none"> ▪ Some evidence of awareness of the use of full-stops, but often at the end of a line instead of a sentence, or random usage. 	<ul style="list-style-type: none"> ▪ In his or her reading of the writing, or in the writing itself, the child begins to show awareness of how full stops are used. ▪ Usually starts a piece of writing with a capital letter. 	<ul style="list-style-type: none"> ▪ Some evidence of using a capital letter and full-stop to demarcate a sentence. 	<ul style="list-style-type: none"> ▪ Beginning to use capital letters and full stops to demarcate some sentences.

NARRATIVE – AF3 & AF4 – Text Structure and Organisation and AF1, AF2 & AF7 – Creating & shaping texts

Text Structure and Organisation AF3	AF4	AF1	AF2	AF7	
<ul style="list-style-type: none"> ▪ Oral Composition ▪ Uses talk to organise, sequence & clarify thinking, ideas, feelings and events. (FSP-LCT7) 	<ul style="list-style-type: none"> ▪ Uses recognisable letters and words to convey meaning. ▪ Writing may need some mediation. 	<ul style="list-style-type: none"> ● Uses simple words and phrases to communicate meaning. ▪ Writing can usually be read without mediation. 	<ul style="list-style-type: none"> ▪ Some evidence of simple structure e.g. <i>can sequence events.</i> ▪ Writing communicates meaning without mediation. 	<ul style="list-style-type: none"> ▪ Communicates meaning beyond a simple statement. ▪ Shows some characteristics of narrative, but the form may not be sustained. ▪ Individual ideas are developed in short sections. 	
AF2	<ul style="list-style-type: none"> ▪ Attempts writing for different purposes, using features of different forms (FSP – W6), such as lists, stories and instructions. (EYFS- W40-60+) 	<ul style="list-style-type: none"> ▪ Usually makes simple statements about ideas or events. 	<ul style="list-style-type: none"> ▪ Beginning to show some awareness of the purpose of the writing. 	<ul style="list-style-type: none"> ▪ Attempts to retell elements from familiar stories or write own simple story ideas. ▪ Usually shows some awareness of the purpose of the writing. 	<ul style="list-style-type: none"> ▪ Writing refers to the context of task. ▪ Writing beginning to show some awareness of the reader.
AF7	<ul style="list-style-type: none"> ▪ Oral use of language ▪ Extend their vocabulary, exploring the meanings & sounds of new words. (FSP-LCT7/EYFS –Lfc 40-60+) 	<ul style="list-style-type: none"> ▪ Beginning to use story language in oral retelling of familiar stories. 	<ul style="list-style-type: none"> ▪ Beginning to make some appropriate vocabulary choices. 	<ul style="list-style-type: none"> ▪ Beginning to use story language to start writing a story. ▪ Mostly draws on characteristics of spoken language rather than written language. 	<ul style="list-style-type: none"> ▪ Uses vocabulary which is appropriate to the subject matter. ▪ Some words used effectively.

NON-NARRATIVE – AF3 & AF4 – Text Structure and Organisation and AF1, AF2 & AF7 – Creating & shaping texts

Text Structure and Organisation AF3	AF4	AF1	AF2	AF7	
<ul style="list-style-type: none"> ▪ Oral Composition ▪ Uses talk to organise, sequence & clarify thinking, ideas, feelings and events. (FSP-LCT7/EYFS –Lfc 40-60+) 	<ul style="list-style-type: none"> ▪ Uses recognisable letters and words to convey meaning. ▪ Writing may need some mediation. 	<ul style="list-style-type: none"> ▪ Uses simple words and phrases to communicate meaning. ▪ Writing can usually be read without mediation. 	<ul style="list-style-type: none"> ▪ Attempts to write own very simply structured chronological and non-chronological texts. ▪ Writing communicates meaning without mediation. 	<ul style="list-style-type: none"> ▪ Communicates meaning beyond a simple statement. ▪ Beginning to use some characteristics of non-narrative writing, but the form may not be sustained. ▪ Individual ideas are sometimes expressed with some connection between them. 	
AF2	<ul style="list-style-type: none"> ▪ Attempts writing for different purposes, using features of different forms (FSP – W6), such as lists, stories and instructions. (EYFS- W40-60+) 	<ul style="list-style-type: none"> ▪ Attempts to make simple statements about facts or events 	<ul style="list-style-type: none"> ▪ Beginning to show some awareness of the purpose of the writing. 	<ul style="list-style-type: none"> ▪ Writing attempts to convey simple information or ideas. ▪ Usually shows some awareness of the purpose of the writing 	<ul style="list-style-type: none"> ▪ Writing relates to the context of task. ▪ Writing beginning to show some awareness of the reader.
AF7	<ul style="list-style-type: none"> ▪ Oral use of language ▪ Extend their vocabulary, exploring the meanings & sounds of new words. (FSP-LCT7/EYFS –Lfc 40-60+) 	<ul style="list-style-type: none"> ▪ Uses topic-related words in role-play. 	<ul style="list-style-type: none"> ▪ Attempts to use simple topic-related words in own writing. 	<ul style="list-style-type: none"> ▪ Beginning to use simple words and phrases which are appropriate to the subject. 	<ul style="list-style-type: none"> ▪ Usually uses simple vocabulary, which is appropriate to the subject. ▪ Vocabulary may draw more on characteristics of spoken language.

All writing	FSP 6, 7 & 8	1C - Low 1	1B – Secure 1	1A – High 1	2C – Low 2
Word Structure & Spelling AF8	<ul style="list-style-type: none"> ▪ Blends sounds in words. (FSP –LSL6) ▪ Hears and says sounds in words in the order in which they occur (EYFS-LSL40-60+) ▪ Uses phonic knowledge to write simple regular words & make phonetically plausible attempts at more complex words. (FSP – W7) 	<ul style="list-style-type: none"> ▪ Beginning to spell some simple high frequency words correctly, e.g. <i>and, it, the, to.</i> ▪ Some evidence of making plausible attempts using knowledge of initial and final phonemes. 	<ul style="list-style-type: none"> ▪ Usually spells regular simple high frequency words and CVC words correctly. ▪ Beginning to make plausible attempts using knowledge of initial, final and some medial phonemes. 	<ul style="list-style-type: none"> ▪ Mostly spells regular high frequency words (YR) and CVC words correctly. ▪ Usually makes phonetically plausible attempts at some more complex words. 	<ul style="list-style-type: none"> ▪ Some common words are spelt correctly, including words with common digraphs and adjacent consonants. ▪ Where there are inaccuracies the alternative is phonetically plausible. ▪ Some recall of visual patterns.
Presentation & Handwriting		<ul style="list-style-type: none"> ▪ Some frequently used letters are correctly shaped, but may be inconsistent in size and orientation. ▪ Beginning to use space bar and keyboard to type name and simple text. 	<ul style="list-style-type: none"> ▪ Letters are usually clearly shaped and correctly orientated. ▪ Usually writes with spaces between words. ▪ Uses space bar and keyboard to type name and simple text. 	<ul style="list-style-type: none"> ▪ Most letters are clearly shaped and correctly orientated. ▪ Mostly writes with spaces between words. ▪ Confidently uses space bar and keyboard to type own simple stories. 	<ul style="list-style-type: none"> ▪ Legible, despite inconsistencies in orientation, size and use of upper and lower case. ▪ Consistently writes with spaces between words. ▪ Beginning to use word processing skills to present own stories.

Blue = National Curriculum Level Descriptors N.B. Where there is 'insufficient evidence' to make a reliable judgement for an AF, annotate with 'IE'.

FSP – W9	Level 1	Level 2
<ul style="list-style-type: none"> ▪ Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. 	<ul style="list-style-type: none"> ▪ Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. 	<ul style="list-style-type: none"> ▪ Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

