

HfL Assessment Criteria for Phase A Steps 0/1/2/3 (based on curriculum expectations for Year 1)	
Writing across a range of texts - Composition	
<p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>leaves spaces between words</li> <li>uses simple / single clause sentences to recount own experiences in writing</li> <li>uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>punctuates most single-clause sentences with a capital letter and full stop</li> <li>punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time</li> <li>punctuates sentences using question marks or exclamation marks some of the time</li> <li>composes sentences orally, using a variety of grammatical structures</li> <li>retains and transcribes own sentences a key phrase at a time, maintaining the sense most of the time</li> <li><b>re-reads what they've written to check sense and attempts to edit for sense</b></li> </ul>	<p><b>Text organisation</b></p> <ul style="list-style-type: none"> <li>sequences sentences to form short narratives and simple non-fiction text types</li> <li>writes own version of a familiar story using a series of sentences to sequence events</li> <li>includes story language and patterns <i>e.g. one day, suddenly, in the end</i></li> <li>makes some choices of appropriate vocabulary</li> <li>conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding</li> <li>uses simple features correctly <i>e.g. greeting in a letter, numbers in a list...</i></li> <li><b>independently chooses what to write about</b></li> <li><b>lists words and phrases to describe details of first hand experiences using the senses</b></li> <li><b>uses and continues a repeating pattern</b></li> <li>writes complete stories with a simple structure: beginning – middle – end</li> <li>decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events</li> <li>uses time words to aid sequencing <i>e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)</i></li> <li>assembles information on a subject in own experience, <i>e.g. food, pets</i></li> <li>uses 'because' to provide reasoning</li> <li>orally rehearses, plans and develops own imaginative ideas, <i>e.g. magical wishes</i></li> </ul>
<p><b>Uses the grammatical terminology to talk about their writing:</b> letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	
<p><b>Effect on audience</b></p> <ul style="list-style-type: none"> <li><b>uses story language, sentence patterns and sequencing words to organise events, <i>e.g. then, next etc.</i></b></li> <li><b>writes simple non-fiction text types linked to topics of interest/study or to personal experience, <i>e.g. recount or explanation, using the language of texts read as models for own writing</i></b></li> <li><b>discusses what they have written with the teacher or other pupils</b></li> <li>re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event</li> <li>acts out stories and portrays characters and their motives</li> </ul>	

Writing across a range of texts - Transcription	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>sits correctly at a table, holding a pencil comfortably and correctly</li> <li>begins to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top</li> <li>forms capital letters</li> <li>forms digits 0-9</li> <li>understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</li> <li>makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters</li> <li>clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e etc</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>spells most words relating to the Y1 curriculum statements correctly, building on Reception spelling expectations (according to phonics scheme used) Please refer to additional spelling guidance at the end of this document.</li> <li>spells by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</li> <li>spells the days of the week</li> </ul>

Evidence of none or just a few of these skills – refer to EYFS Outcomes or P-levels	<b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>A0</b>	<b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>A1</b>	<b>Securing</b> (most of these aspects secure most of the time) = <b>A2</b>	<b>Deepening</b> (almost all of these aspects secure) = <b>A3</b>
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.