

# ITAF changes: KS1 Writing

(Reading = no change)

2015-17	2017-18	Change?
<b>WTS</b>		
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>	Only in that the pre- amble words about sequencing now have weight as a bullet
<ul style="list-style-type: none"> <li>• demarcating some sentences with capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate some sentences with capital letters and full stops</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</li> </ul>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> </ul>	Same, but with addition of “phonically-plausible attempts” and “words”
<ul style="list-style-type: none"> <li>• spelling some common exception words*</li> </ul>	<ul style="list-style-type: none"> <li>• spell some common exception words*</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• forming lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• forming lower-case letters of the correct size relative to one another in some of the writing</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> </ul>	<i>Same (&amp; the &gt; their)</i>
<ul style="list-style-type: none"> <li>• using spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>• use spacing between words</li> </ul>	<i>Same</i>
<b>EXS</b>		
The pupil can write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> </ul>	Only in that the pre- amble words about sequencing now have weight as two bullets
<ul style="list-style-type: none"> <li>• demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>	Addition of “when required”. <b>No exclamation marks</b>
<ul style="list-style-type: none"> <li>• using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> </ul>		GONE – no more Enid Blyton exclamatory sentences, we will have!
<ul style="list-style-type: none"> <li>• using some expanded noun phrases to describe and specify</li> </ul>		GONE – sentences can be plainer
<ul style="list-style-type: none"> <li>• using present and past tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• use present and past tense mostly correctly and consistently</li> </ul>	<i>Same</i>
<ul style="list-style-type: none"> <li>• using co-ordination (or / and / but) and some subordination (when / if / that / because)</li> </ul>	<ul style="list-style-type: none"> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>	Addition of “e.g.” and “to join clauses”

<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	Same, but with <b>addition of “phonically-plausible attempts”</b>
<ul style="list-style-type: none"> <li>spelling many common exception words*</li> </ul>	<ul style="list-style-type: none"> <li>spell many common exception words*</li> </ul>	Same
<ul style="list-style-type: none"> <li>spelling some words with contracted forms*</li> </ul>		GONE
<ul style="list-style-type: none"> <li>adding suffixes to spell some words correctly in their writing e.g. <i>–ment, –ness, –ful, –less, –ly</i>*</li> </ul>		MOVED TO GDS
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul>		MOVED TO GDS
<ul style="list-style-type: none"> <li>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>	Same (except ‘form’ instead of ‘write’)
<ul style="list-style-type: none"> <li>using spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters</li> </ul>	Same
<b>GDS</b>		
The pupil can write for different purposes, after discussion with the teacher:	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>	‘Purposes’ now taken out of pre- amble & have more weight as own bullet: <b>vocab &amp; grammar added in</b>
<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>use the punctuation taught at key stage 1 mostly correctly<sup>^</sup></li> </ul>	Same except for losing “full range”
<ul style="list-style-type: none"> <li>spelling most common exception words*</li> </ul>	<ul style="list-style-type: none"> <li>spell most common exception words*</li> </ul>	Same
<ul style="list-style-type: none"> <li>spelling most words with contracted forms*</li> </ul>		GONE
<ul style="list-style-type: none"> <li>adding suffixes to spell most words correctly in their writing, e.g. <i>–ment, –ness, –ful, –less, –ly</i>*</li> </ul>	<ul style="list-style-type: none"> <li>add suffixes to spell most words correctly in their writing (e.g. <i>–ment, –ness, –ful, –less, –ly</i>)*</li> </ul>	Same – no ‘some’ at EXS now though – <b>first appearance of any suffixes</b>
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in most of their writing</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes needed to join some letters</li> </ul>	‘some’ not ‘most’ (from EXS)

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).