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Key Stage 1 writing standardisation/moderation 2020

Date.................../School../Class.......................

WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
Evidence found in which pupil book. The pupil can, after discussion with the teacher:	Date of work							
	Title of work							
1T. Write sentences that are sequenced to form a short narrative (real or fictional)								
2T. Demarcate some sentences with capital letters and full stops								
3T. Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others								
4T. Spell some common exception words*								
5T. Form lower case letters in the correct direction, starting and finishing in the right place								
6T. Form lower case letters of the correct size relative to one another in some of their writing								
7T. Use spacing between words								

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

*see common exception word list

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Key Stage 1 writing standardisation/moderation 2020

Date………………/School………………………………………………/Class……………

WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
Evidence found in which pupil book. **The pupil can, after discussion** **with the teacher:**	Date of work							
	Title of work							
1A. Write simple, coherent narratives about personal experiences and those of others (real or fictional)								
2A. Write about real events, recording these simply and clearly								
3A. Demarcate most sentences in their writing with:capital letters and full stops, and use question marks correctly when required								
4A. Use present and past tense mostly correctly and consistently								
5A. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses								
6A. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others								
7A. Spell many common exception words*								
8A. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
9A. Use spacing between words that reflects the size of the letters								

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

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

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Key Stage 1 writing standardisation/moderation 2020

Date................../School.../Class.................

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
Evidence found in which pupil book. **The pupil can, after discussion with the teacher:**	Date of work							
	Title of work							
1G. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
2G. Make simple additions, revisions and proof-reading corrections to their own writing								
3G. Use the punctuation taught at Key Stage 1 mostly correctly**								
4G. Spell most common exception words*								
5G. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*								
6G. Use the diagonal and horizontal strokes needed to join some letters								

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

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

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Key Stage 1 mathematics exemplification/moderation 2020

Date.................../School.................../Class...................

WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)										Notes
Evidence found (in which pupil book/test) The pupil can:											
1T. Read and write numbers correctly in numerals up to 100											
2T. Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them											
3T. Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5 ; 46 + 20; 16 - 5; 88 - 30)											
4T. Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)											
5T. Count in twos, fives and tens from 0 and use this to solve problems											
6T. Know the value of different coins											
7T. Name some common 2-D and 3-D shapes from a groups of shapes or from pictures of the shapes and describe some of their properties e.g. triangles, rectangles, squares, circles, cuboids,cubes, pyramids and spheres)											

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Key Stage 1 mathematics standardisation/moderation 2020

Date................../School................../Class..................

WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)							Notes
Evidence found. The pupil can:								
1A. Read scales in division of ones, twos, fives and tens								
2A. Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus								
3A. Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 - 17)								
4A. Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14)								
5A. Recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary								
6A. Identify ⅓, ¼, ½, ²⁄₄, ¾ of a number or shape, and know that all parts must be equal parts of the whole								
7A. Use different coins to make the same amount								
8A. Read the time on a clock to the nearest 15 minutes								
9A. Name and describe properties of 2-D and 3-D shapes including the number of sides, vertices, edges, faces and lines of symmetry								

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Key Stage 1 mathematics exemplification/moderation 2020

Date.................../School.................../Class...................

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)

Name (child)	Name (teacher)								Notes
Evidence found. The pupil can:									
1G. Read scales where not all numbers on the scale are given and estimate points in between									
2G. Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts									
3G. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have@' etc.)									
4G. Solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)									
5G. Read the time on the clock to the nearest 5 minutes									
6G. Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)									

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Key Stage 1 reading moderation 2020

Date....................../School.../Class.............................

WORKING TOWARDS THE EXPECTED STANDARD (TICK IF MET)

Name		Evidence						Notes
		Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other	
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading								
The pupils can:								
1T. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes								
2T. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)								
3T. Read many common exception words								
In a book closely matched to the GPCs as above the pupil can:								
4T. Read aloud many words quickly and accurately without overt sounding and blending								
5T. Sound out many unfamiliar words accurately								
In a familiar book that is read to them, the pupil can:								
6T. Answer questions in discussion with the teacher and make simple inferences								

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Key Stage 1 reading moderation 2020

Date................/School................/Class................

WORKING AT THE EXPECTED STANDARD (TICK IF MET)

Name (teacher)

Name (child)	Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other	Notes
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading (on film?)							
The pupils can:							
1A. Read accurately most words of two or more syllables							
2A. Read most words containing common suffixes*							
3A. Read most common exception words*							
In age appropriate books, the pupil can:							
4A. Read most words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words							
5A. Sound out most unfamiliar words accurately, without undue hesitation							
In a book that they can already read fluently, the pupil can:							
6A. Check it makes sense to them, correcting any inaccurate reading							
7A. Answer questions and make some inferences							
8A. Explain what has happened so far in what they have read							

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)

Key Stage 1 reading moderation 2020

Date...................../School.../Class.....................................

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD (TICK IF MET)

Name (teacher)

Name (child)	Reading aloud	Discussion with the teacher	Phonics test	Miscue	Standardised test	Other	Notes
Evidence found (pupil books) in reading test/reading books/guided reading/annotated photos graphs/SPAG/phonics/pupils reading							
The pupils can, in a book they are reading independently:							
1G. Make inferences							
2G. Make a plausible prediction about what might happen on the basis of what has been read so far							
3G. Make links between the book they are reading and other books they have read							

TA judgement	agreed	not agreed	appeal decided	remoderation	HT (sig)	Mod (sig)