

Year 1 Writing Assessment and Target Setting Grid

Please colour code as follows:

- Autumn
- Spring
- Summer

Full highlighting indicates there is sufficient evidence that children are secure in this objective
Highlighting over the bullet point indicates some evidence of understanding of this objective.

Composition Structure and Purpose

There is sufficient evidence that children can:

- Demonstrate writing processes: thinking aloud when collecting ideas, drafting, and rereading to check meaning is clear.
- Orally rehearse the sentence before writing
- Write appropriately so that the content matches the context/genre/purpose.
- Sequence sentences or sentence like structures to form narratives based on real or fictional events.
- Compose poems orally and write them down following a pattern or format.
- Read aloud writing clearly enough to be heard by others.

Vocabulary, grammar and punctuation

There is sufficient evidence that children can:

- Write simple sentences or sentence structures that can be understood.
- Use 'and' to join two sentences and clauses occasionally to aid flow of writing.
- To usually use full stops and capital letters to show sentence boundaries; sometimes use a ? or ! in the correct context.
- To talk using grammatical terminology e.g. full stop, capital letter, question mark, exclamation mark, singular, plural.
- To use a capital letter for names of people and for the pronoun 'I'
- To sometimes use capital letters for places and the days of the week.
- Begin to use some features of Standard English – examples the dog was, the dogs were, I did am, we are, we were.

Handwriting

There is sufficient evidence that children can:

- Sit correctly at a table, holding a pencil correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Leave spacing between words.
- Form digits 0-9 correctly
- Letters are placed correctly on and between lines.

Spelling

There is sufficient evidence that children can:

- Write all letters and phonemes from Phase 2.
- Write all diagraphs and tri-graphs from Phase 3
- Write down words containing adjacent consonants. (Phase 4)
- Start to use alternative spellings of phonemes, applying rules (Phase 5)
- Segment spoken words into sounds before choosing graphemes to represent the sounds
- Name the letters of the alphabet in order
- Name the vowels and recognise the different sounds /graphemes that they make
- Spell words containing each of the 40+ phonemes already taught
- Spell the days of the week.
- Spell words with prefix 'un' - unhappy, unkind unfair
- Use and correctly spell words including suffixes ing ed er est where the root word does not change eg jump jumped jumping fast faster
- Can spell many of the CEW listed in Appendix 1 (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our).
- Recognise and spell a range of 2 syllable words eg jumping, sticker
- Recognise and spell compound words, recognising that they consist of two root words eg playground, football.
- Spell plurals where the root word does not change eg, dogs, cats, wishes, witches.

Greater depth writers will demonstrate:

- Wider and more adventurous use of vocabulary used correctly in the right context
- A departure from the formulaic structure of Talk for writing on occasion.
- Consistent accurate spelling across the Year 1 curriculum using the correct alternative GPC
- Consistent and accurate use of grammar and punctuation making the writing flow.
- Accurately uses features of standard English eg - was or were.

Greater depth assessment must be moderated by the English Leads at the time of assessment along with a range of their other writing. They will form part of the English Lead's tracking group.