

**Y1 Writing Assessment Grid**

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| Date and genre of work: |  |  |  |  |  |  |  |
| **Working towards the expected standard in Y1** |
| **The pupil can, after discussion with the teacher:** |
| write sentences which can be read by themselves and others (without punctuation)<http://www.sentenceplay.co.uk/SentenceLab.html> |  |  |  |  |  |  |  |
| use capital letters for their name and the personal pronoun *I*<https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j> |  |  |  |  |  |  |  |
| use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible<https://www.phonicsbloom.com/> |  |  |  |  |  |  |  |
| spell some Year 1 common exception words<https://www.ictgames.com/littleBirdSpelling/> |  |  |  |  |  |  |  |
| spell some suffixes from the year 1 spelling patterns [see National Curriculum ]<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx> |  |  |  |  |  |  |  |
| form many letters with the correct starting and finishing point – size may vary<http://www.ictgames.com/mobilePage/skyWriter/index.html> |  |  |  |  |  |  |  |
| begin to space words accurately<https://www.youtube.com/watch?v=Rma2CK0zfEU> |  |  |  |  |  |  |  |
| **Working at the expected standard in Y1** |
| **The pupil can, after discussion with the teacher:** |
| write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)<https://www.bbc.co.uk/bitesize/topics/z6vv4wx> |  |  |  |  |  |  |  |
| use the joining word *and*<https://www.edplace.com/worksheet_info/english/keystage1/year1/topic/960/3831/joining-words-and-clauses-using-and-1> |  |  |  |  |  |  |  |
| use simple past and present verbs mostly accurately<https://www.theschoolrun.com/what-is-verb-tense> |  |  |  |  |  |  |  |
| use capital letters and full stops to demarcate some sentences accurately<https://www.youtube.com/watch?v=BNog8C2FRqU> |  |  |  |  |  |  |  |
| use capital letters for proper nouns<https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-where-do-you-put-capital-letters/zkbhf4j> |  |  |  |  |  |  |  |
| use question marks to demarcate some sentences<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv> |  |  |  |  |  |  |  |
| use exclamation marks to demarcate some sentences<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg> |  |  |  |  |  |  |  |
| begin to use adjectives that begin with the prefix *un*-, spelling many correctly<https://www.youtube.com/watch?v=oL8liysUf6s> |  |  |  |  |  |  |  |
| use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible<https://www.phonicsbloom.com/> |  |  |  |  |  |  |  |
| add the suffixes *–ing, -ed, -er* to spell many words correctly<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx> |  |  |  |  |  |  |  |
| spell most Year 1 common exception words taught<https://www.ictgames.com/littleBirdSpelling/> |  |  |  |  |  |  |  |
| form many lower case and capital letters accurately<http://www.ictgames.com/mobilePage/skyWriter/index.html> |  |  |  |  |  |  |  |
| write with many letters accurate in shape and size, including capital letters and digits<https://www.doorwayonline.org.uk/activities/letterformation/> |  |  |  |  |  |  |  |
| use spacing between words<https://www.youtube.com/watch?v=Rma2CK0zfEU> |  |  |  |  |  |  |  |
| re-read writing to check that it makes sense<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-1-age-5-6/> |  |  |  |  |  |  |  |
| read aloud their writing to each other and the teacher<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-1-age-5-6/> |  |  |  |  |  |  |  |
| **Working at greater depth in Y1** |
| **The pupil can, after discussion with the teacher:** |
| always think of the reader as they write, making precise word choices<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-1-age-5-6/> |  |  |  |  |  |  |  |
| always know when to use the joining word *and* in a sentence, using it appropriately and sparingly<https://www.edplace.com/worksheet_info/english/keystage1/year1/topic/960/3831/joining-words-and-clauses-using-and-1> |  |  |  |  |  |  |  |
| consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly<https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-1-age-5-6/> |  |  |  |  |  |  |  |
| consistently use their Phase 2, Phase 3 , Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly<https://www.phonicsbloom.com/> |  |  |  |  |  |  |  |
| improve writing after discussion with the teacher<https://www.theschoolrun.com/editing-creative-writing> |  |  |  |  |  |  |  |

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| **Year 1 POS** | **Pupils should be taught to** |
| Writing Transcription – Spelling (**See** [**English appendix 1**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) | * spell:
	+ words containing each of the 40+ phonemes already taught
	+ common exception words
	+ the days of the week
* name the letters of the alphabet:
	+ naming the letters of the alphabet in order
	+ using letter names to distinguish between alternative spellings of the same sound
* add prefixes and suffixes:
	+ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	+ using the prefix un–
	+ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* apply simple spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
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| Writing Transcription - Handwriting | * sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9
* understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
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| Writing – Composition | * write sentences by:
	+ saying out loud what they are going to write about
	+ composing a sentence orally before writing it
	+ sequencing sentences to form short narratives
	+ re-reading what they have written to check that it makes sense
* discuss what they have written with the teacher or other pupils
* read their writing aloud, clearly enough to be heard by their peers and the teacher
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| Writing – Vocabulary, Grammar and Punctuation | * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:
	+ leaving spaces between words
	+ joining words and joining clauses using ‘and’
	+ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	+ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
	+ learning the grammar for year 1 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
* use the grammatical terminology in English [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing
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| **Appendix 2 (Year 1 Content)****Word** Regular **plural noun suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]  |
| **Sentence** How **words** can combine to make **sentences**  Joining **words** and joining **clauses** using *and* |
| **Text** Sequencing **sentences** to form short narratives  |
| **Punctuation** Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I* **Terminology** letter, capital letter, word, singular, plural, sentence**,** punctuation, full stop, question mark, exclamation mark  |

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