

Y1 Writing Assessment Grid

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 / 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/z8mxrw/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 <i>and</i> 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/zcm3ghv									
use exclamation marks to demarcate some sentences https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmg									
begin to use adjectives that begin with the prefix <i>un-</i> , 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 <i>-ing</i> , <i>-ed</i> , <i>-er</i> to spell many words correctly https://www.bbc.co.uk/bitesize/topics/z8mxrw/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 <i>and</i> 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							

Year 1 POS	Pupils should be taught to
Writing Transcription – Spelling (See English appendix 1)	<ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ 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 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing Transcription - Handwriting	<ul style="list-style-type: none"> • 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
Writing – Composition	<ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ 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
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ○ 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 • use the grammatical terminology in English English appendix 2 in discussing their writing

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** /

Terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark