

**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) |  |  |  |  |  |  |  |
| use capital letters for their name and the personal pronoun *I* |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |
| spell some Year 1 common exception words |  |  |  |  |  |  |  |
| spell some suffixes from the year 1 spelling patterns [see National Curriculum ] |  |  |  |  |  |  |  |
| form many letters with the correct starting and finishing point – size may vary |  |  |  |  |  |  |  |
| begin to space words accurately |  |  |  |  |  |  |  |
| **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) |  |  |  |  |  |  |  |
| use the joining word *and* |  |  |  |  |  |  |  |
| use simple past and present verbs mostly accurately |  |  |  |  |  |  |  |
| use capital letters and full stops to demarcate some sentences accurately |  |  |  |  |  |  |  |
| use capital letters for proper nouns |  |  |  |  |  |  |  |
| use question marks to demarcate some sentences |  |  |  |  |  |  |  |
| use exclamation marks to demarcate some sentences |  |  |  |  |  |  |  |
| begin to use adjectives that begin with the prefix *un*-, spelling many correctly |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |
| add the suffixes *–ing, -ed, -er* to spell many words correctly |  |  |  |  |  |  |  |
| spell most Year 1 common exception words taught |  |  |  |  |  |  |  |
| form many lower case and capital letters accurately |  |  |  |  |  |  |  |
| write with many letters accurate in shape and size, including capital letters and digits |  |  |  |  |  |  |  |
| use spacing between words |  |  |  |  |  |  |  |
| re-read writing to check that it makes sense |  |  |  |  |  |  |  |
| read aloud their writing to each other and the teacher |  |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |  |
| always know when to use the joining word *and* in a sentence, using it appropriately and sparingly |  |  |  |  |  |  |  |
| consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |
| improve writing after discussion with the teacher |  |  |  |  |  |  |  |

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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 |
| 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 |
| 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 |
| 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 |
| |  | | --- | | **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 | | |