

WRITING

Age related expectations Assessment Grid for Writing: Year 1

Name _____

Class- Y1 Y2 Y3 Y4 Y5

Y6

	I can start!	I can link!	I can write it!	My Punctuation	My Spelling	My Presentation
Y e a r 1 : E m e r g i n g	Use of story language to start sentences e.g. first, then, OR once upon a time OR last week...	Join clauses using 'and'	Able to use conjunctions from the Year 1 list to join ideas. Order and sequence short sentences to form a narrative. Re-read work to check it makes sense. Phrases, simple statements and sentences contain recognisable words to communicate ideas e.g. about a topic, a recount. Spaces are left between words. Writing is supported by the use of pictures, frames and captions. Able to label information appropriately. Writes simple recounts.	Finger spaces are used Beginning to use capital letters and full stops Starting to use capital letters for names of people, places, days of week.	Able to read and spell the first 50 words and 10 irregular from the 100 Y1 word list. Sounds covered: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er Add -s or -es as the plural marker for nouns and the third person singular marker for verbs	Lower case letters are formed in the correct direction. Starting to form capital letters. Understands that a line of writing is not necessarily a sentence.
Y e a r 1 : M e e t i n g	Able to choose different sentence openers Starting to show some use of adverbs	Able to choose different connectives such as: <ul style="list-style-type: none"> • <i>Because</i> • <i>Then</i> • <i>But</i> • <i>And</i> • <i>so</i> 	Add adjectives and simple noun phrase to writing to give detail, eg. 'The yellow fish'. Able to write from memory simple sentences that use phonemes and exception words taught so far. Writing is planned for using a provided frame. Character profiles are built; using captions and key words. Writing can be read without mediation. Able to write short stories that can be re-read. Writing is becoming more sustained in length. Writing is beginning to be organised eg. numbers for instructions, time order in a recount, headings in a report.	Finger spaces, capital letters and full stops are consistent. Using capital letters for names of people, places, days of week and the personal pronoun 'I'.	Able to read and spell the next 40 words from the 100 Y1 word list. Confidently spells days of the week. Sounds covered: ir, ur, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are uses the prefix un- uses -ing, -ed, -er and -est where no change is needed in the spelling of root words	Lower case letters are formed in the correct direction with the correct start and finishing points. Capital letters are formed in the right direction. Understanding of 'families' of letters is being developed and practised. All numbers 0-9 are consistently formed accurately; with the correct start, finish points and direction.
Y e a r 1 : A d v a n c i n g	Independently applying sentence openers. Secure and applying use of some adverbs. Confident in changing the way a sentence starts	Independently applying different connectives	Simple structures are used independently to organise writing, eg. numbers for instructions, time order in a recount, headings in a report. Shows some awareness of who the audience for written work is. Sometimes uses ! and/or ? to show the purpose of sentences. Opportunities for writing for different purpose and audience seen; eg. leaflets, instructions. Secure in writing the beginning of stories, although endings may not be developed yet. Vocabulary is appropriate to subject matter. Noun phrases are being used regularly. Sequences a short story or series of events related to learning in science, history, geography etc Uses new vocabulary for the first time and experiments with new vocabulary.	Punctuates sentences with ! and ? Always using capital letters for names of people, places, days of week and the personal pronoun 'I'.	Able to read and spell the all 100 words from the Y1 list. Adding the 'v' sound to the end of words, eg. 'live'. Adding 'tch', ie. 'fetch'. Understanding and using compound words such as 'football'. Name all letters of the alphabet in order.	Evidence that handwriting is now starting to be joined.