

**YEAR 1 WRITING ASSESSMENT**

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%) In order to be secure, a child must achieve 100% of key indicators (red).

**ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.**

AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
Talks about what is going to be written as part of planning for writing.	Combines words in the correct order to make simple grammatically correct sentences.	Sequences sentences to form a short passage of writing, e.g. 'Mummy owl flew away. The baby owls are sad. They want their mummy. It was dark and the mummy owl came home and they were all happy.'	Spells words containing each of the 40+ phonemes. <i>(* Using many in written work, especially familiar words.)</i>	Holds a pencil correctly.
Composes a sentence orally before writing, checking that the meaning is clear. <i>(* Evident in writing if sentences make sense.)</i>	Joins words and clauses using 'and' to link events and ideas.		Spells the common exception words in English Appendix 1 Year 1. <i>(* Spelling the majority in written work.)</i>	Forms lower-case letters in the correct direction, starting and finishing in the right place.
Re-reads sentences that have been written and can check that they make sense. <i>(Only judge in terms of Y1's grammar expectations.)</i>	Demarcates some sentence boundaries with capital letters and full stops, question marks and exclamation marks.		Spells the days of the week.	Forms capital letters correctly.
Reads own writing aloud and discusses it with others.	Uses a capital letter for proper nouns (names of people, places, the days of the week), and the personal pronoun 'I'.		Names the letters of the alphabet in order.	Forms the digits 0-9.
	Leaves spaces to separate words.		Uses letter names to distinguish between alternative spellings of the same sound.	
	Uses the grammatical terminology in English Appendix 2 Y1 when discussing own and others' writing.		Adds suffixes, using the spelling rule for adding -s or -es as the plural marker for nouns, and the third person singular marker for verbs. <i>(*Spelt correctly/Unds terminology.)</i>	
			Uses the prefix un- to show negation where appropriate, e.g. undo, untidy.	<i>*All italics - LPS addition</i> <i>Red text: Key indicators. Evidence in children's independent writing. (100% for secure.)</i> <i>Black text: Requires assessment by other means (eg class/group observations).</i> <i>Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)</i>
			Adds suffixes, using -ing, -ed, -er and -est where no change is needed in the spelling of the root word, e.g. helping, helped, helper.	
			Applies the spelling rules and patterns in English Appendix 1 Year 1. <i>(Included plausible attempts.)</i>	