Writing Assessment Grid – Year 1

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name												
Transcription - handwriting												
I can sit correctly at a table, holding a pencil comfortably and correctly.	1											
I can form lower case letters in the correct direction, starting and finishing in the right place.	2											
I can form capital letters, starting and finishing in the right place.	3											
I can form the digits 0-9 correctly.	4											
Composition												
I can tell you the sentence I want to write before I write it.	5											
I can sequence sentences in chronological order to recount an event or write a short story*.	6											
I can re-read my writing out loud after I have written it to check it makes sense.	7											
I can purple polish my writing to make sure it makes sense and there are no missing words.	8											
Vocabulary, grammar and punctuation												
I can put words together to make a sentence.	9											
I can join two sentences using 'and'.	10											
I can separate the words in my sentences using finger spaces.	11											
I can use a capital letter to start a sentence (one or two within a piece of writing).	12											
I can use a full stop to end a sentence (one or two within a piece of writing).	13											
I can use a question mark to show that a sentence is a question.	14											
I can use an exclamation mark to show that a sentence is an exclamation.	15											
I can use capital letters for my name, names of people and places I know (proper nouns).	16											
I use an upper case letter for the first person pronoun 'I'.	17											
Transcription – spelling												
I can name all the letters of the alphabet in order.	18											

Writing Assessment Grid – Year 1

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name												
I can use my knowledge of phase 3 and phase 4 phonics to spell cvc words, cvcc words and some ccvc words e.g. cat, puff, flag, train.	19											
I can use my knowledge of Phase 3 digraphs to spell e.g. chop, then, shot.	20											
I can use letter names to show alternative spellings of the same phoneme.	21											
I can write the days of the week using a capital letter for each one.	22											
I can use the spelling rule +s or +es to form plurals e.g. dog – dogs, tomato – tomatoes.	23											
I can spell regular past tense verbs by adding 'ed' e.g. pick – picked.	24											
I can use the prefix 'un'.	25											
Greater Depth Targets												
My writing always makes sense to the reader (I don't need to be there to explain!)	26											
I am beginning to choose the correct digraph when there are alternatives for a phoneme e.g. rain not rayn.	27											
I can make sentences longer and use words other than 'and' to join ideas together.	28											
I am beginning to start my sentences in different ways.	29											
When I write, I try out new words that I have met (topic words, interesting vocabulary, story-telling voice).	30											
I am consistent in my use of lower case and capital letters.	31											
I am beginning to use apostrophes to show some common contractions.	32											
Score												
Stage judgement												

***Y1 pupils should be given opportunities to orally rehearse the sentences which they have planned (using drawings, photographs and some key words) on a visual organiser and which will form their recount or short narrative: this oral composition should be seen as a curricular goal in itself.**