Writing Assessment Grid – Year 1

Context/Name/Date												
Transcription - handwriting												
I can sit correctly at a table and hold a pencil in a tripod grip in preparation for fluent writing.	1											
I can form **most** lowercase letters in the correct direction, starting and finishing the right place.	2											
I can form **most** capital letters, starting and finishing in the right place.	3											
I can write consistently on lines, using appropriately sized letters.	4											
Composition												
I can orally rehearse the sentence I want to write and count the correct number of words.	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 edit my writing to correct spellings, make sure it makes sense & there are no missing words.	8											
Vocabulary, grammar and punctuation												
I can compose short, simple sentences and record these independently.	9											
I can use the co-ordinating conjunction 'and' to join two simple sentences (where this is appropriate).	10											
I **mostly** use fingerspaces to separate the words in my sentence.	11											
I use a capital letter to start **most** sentences.	12											
I use a full stop to end **most** sentences.	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											
I use present and past tense mainly correctly and consistently	18											

Writing Assessment Grid – Year 1

Transcription – Spelling												
I can name all the letters of the alphabet in order.	**19**											
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.	**20**											
I apply my knowledge of Phase 3 digraphs to spell e.g. chop, then, shot.	**21**											
I can **mostly** choose the correct digraph when there are alternatives for a phoneme e.g. rain not rayn.	**22**											
I can **mostly** 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												
My writing always makes sense to the reader (I don't need to be there to explain!)	**26**											
I know that writing has different purposes and consider the purpose when I choose my words (e.g. time connecives for a recount).	**27**											
I can use a range of co-ordinating conjunctions to make sentences longer e.g. and, but, so	**28**											
I can indepedently 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												