

Writing Assessment – Year 1

Autumn Term	Spring Term	Summer Term
<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>
<ul style="list-style-type: none"> Form the digits 0-3 independently and accurately (or 4 from 0-9) Sit at a table and hold a pencil to mark make or complete simple captions/sentences Practice “long ladder” and “one arm robot” letters Form some capital letters correctly (between 5 and 10) Form lower case letters (at least 15) with some accuracy 	<ul style="list-style-type: none"> Form the digits 0-6 independently and accurately (or 6 from 0-9) Sit at a table correctly and hold a pencil in a tripod grip with some prompting Practice “curly caterpillar” and “zig zag” letters Form most capital letters correctly at (least 15) Form all lower case letters mostly accurately with some reversals 	<ul style="list-style-type: none"> Form the digits 0-9 independently and accurately Complete short writing tasks sat correctly at a table using a tripod grip independently Form all capital letters correctly Know which letters belong to which handwriting families and practice these Form all lower case letters accurately in the correct direction starting and ending in the right place
<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>
<ul style="list-style-type: none"> Spell some common exception words (1/3 focusing on shorter, high frequency words) Spell some days of the week Spell words using set 1 special friends and some of set 2 special friends Name the letters of some/all of the alphabet in order with support Add the prefix un- to given root words Add the suffix -s to show plurals in given root words and sometimes in independent tasks Add the prefixes -ing and -ed to given root words Write from memory simple dictated sentences containing some shorter, high frequency common exception words and set 1 and some set 2 sounds. 	<ul style="list-style-type: none"> Spell many common exception words (approx. 2/3s) Spell most of the days of the week Spell words using set 2 and some set 3 sounds making some (but not always) accurate choices about alternative spellings of the same sound Name most letters of the alphabet in order Add the suffixes -s and -es to given root words Add -s to regular plurals in writing independently on many occasions Add the prefixes -ing -er -est and -ed to given root words Write from memory simple dictated sentences containing most common exception words from across the list and set 1, 2 and some set 3 sounds. 	<ul style="list-style-type: none"> Spell all of the common exception words in writing and tests. Spell the days of the week Spell words containing the 40+ phones accurately Name the letters of the alphabet in order Use letter names to distinguish between spelling the same sound (eg. ay is A and Y or A and I) Use the prefix un in writing and spelling tests Use the spelling rule for adding -s or -es for plurals and third person verbs in writing and tests Use the prefixes -ing -er -est and -ed in independent writing and spelling tests Apply spelling rules from Appendix 1 Write from memory simple dictated sentences containing common exception words from across the list and all sounds/alternate spellings learned
<u>Composition</u>	<u>Composition</u>	<u>Composition</u>
<ul style="list-style-type: none"> Say out loud what they want to write about with visual prompts and adult support Compose sentences orally by repeating an adult’s words/sentence stem Sequence given sentences into chronological or narrative order with support Discuss what they have written with peers and adults 	<ul style="list-style-type: none"> Say what they are going to write about with some support from peers/adults Compose sentences orally with some adult prompting Sequence 2 sentences together Re-read their work with adult support Discuss what they have written with peers and adults Read aloud their writing to a small group/familiar adult 	<ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives (3 sentences or more) Re-read what they have written to check that it makes sense Discuss what they have written with peers and adults Read aloud their writing to be heard by peers and teacher
<u>Grammar and Punctuation</u>	<u>Grammar and Punctuation</u>	<u>Grammar and Punctuation</u>
<ul style="list-style-type: none"> Begin to use finger spaces Join words with and in simple captions Use a capital and full stop with prompting Begin to recognise question marks and exclamation marks Use the capital letter for the pronoun I with prompting from an adult Be introduced to some of the concepts and grammar in Appendix 2 Be familiar with some grammatical terminology in Appendix 2 	<ul style="list-style-type: none"> Develop their understanding of some of the concepts in Appendix 2 Use finger spaces with some consistency Use and to join words in a sentence Use a capital letter and full stop in some independent writing Recognise question marks and exclamation marks and form these mostly accurately Use question marks and exclamation marks with prompting from an adult Use capital letters for I and proper nouns with prompting from an adult Use most of the grammatical terminology set out in Appendix 2 	<ul style="list-style-type: none"> Develop their understanding of most of concepts in Appendix 2 Use finger spaces consistently or relative size Join words and clauses using and in sentences Use capitals and full stops in most of their independent writing Use question marks and exclamation marks accurately Form question marks and exclamation marks accurately Use capitals letters for I and proper nouns Use most of the grammatical terminology set out in Appendix 2