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| **Y1 Writing Assessment** using the English writing framework | Child’s name |  |

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| **Working *towards* the expected standard** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | |
| say out loud what they are going to write about | **Date** | | | **Date** | | | **Date** | | | **Date** | | | **Date** | | |
| write a single sentence demarcated with capital letters and full stops |  | | |  | | |  | | |  | | |  | | |
| segment **many** spoken words into phonemes and represent these by graphemes |  | | |  | | |  | | |  | | |  | | |
| spell **some** common exception words\* |  | | |  | | |  | | |  | | |  | | |
| begin to form lower-case letters in the correct direction, starting and finishing in the right place |  | | |  | | |  | | |  | | |  | | |
| recognise where spaces between words have been missed. |  | | |  | | |  | | |  | | |  | | |
| **Working *at* the expected standard** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | |
|  | | **Date** | | | **Date** | | | **Date** | | | **Date** | | | **Date** | |
| read own writing aloud clearly for others to hear and discuss | |  | | |  | | |  | | |  | | |  | |
| orally rehearse sentences and sequence them to form short narratives | |  | | |  | | |  | | |  | | |  | |
| join words and clauses with the conjunction 'and' | |  | | |  | | |  | | |  | | |  | |
| use past, present and future accurately in speech and begin to incorporate these in their writing | |  | | |  | | |  | | |  | | |  | |
| demarcate **many** sentences using a capital letter and a full stop, question mark or exclamation mark | |  | | |  | | |  | | |  | | |  | |
| spell **some** Y1 common exception words\* and the days of the week | |  | | |  | | |  | | |  | | |  | |
| segment spoken words into phonemes and represent these by graphemes, spelling **many** words in a phonically-plausible way | |  | | |  | | |  | | |  | | |  | |
| form **many** letters and digits correctly, with **some** difference between upper and lower-case letters | |  | | |  | | |  | | |  | | |  | |
| use spaces between words. | |  | | |  | | |  | | |  | | |  | |
| **Working at greater depth** The pupil can, after discussion with the teacher: | | | | | | | | | | | | | | | |
|  | | | **Date** | | | **Date** | | | **Date** | | | **Date** | | | **Date** |
| begin to write effectively and coherently for different purposes | | |  | | |  | | |  | | |  | | |  |
| join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) | | |  | | |  | | |  | | |  | | |  |
| use capital letters and full stops **mostly** correctly | | |  | | |  | | |  | | |  | | |  |
| spell **most** Y1 common exception\* words accurately and make phonically-plausible attempts at spelling unfamiliar words | | |  | | |  | | |  | | |  | | |  |
| form **most** letters correctly. | | |  | | |  | | |  | | |  | | |  |

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.