

ASSESSMENT GRID FOR WRITING YEAR 1

	STAGE B: Typical Range of Year 1 Attainment		
	1.1	1.2	1.3
	Beginning to develop Year 1 expectations	Embedding understanding of Y1 expectations	Demonstrates mastery and application of Y1 expectations
Sentence Structure	Usually writes using a simple sentence structure e.g. <i>The dog ate a bone.</i>	*Mostly uses simple sentence structure and beginning to join words using and e.g. <i>Helen loves to eat fish and chips.</i>	Uses the coordinating conjunction ' and ' to join clauses to create compound sentences e.g. <i>Lucy put on her raincoat and she splashed in the puddles.</i>
	Sentences usually start with subject/verb (<i>I am, I like, Tom went</i>)	Sentences usually start with repetition of pronoun/verb (<i>He is</i>), or subject/verb (<i>The man jumped...</i>) but there is evidence of some variation of the pattern across the writing e.g. <i>Dad went... He said... Mum is...</i> rather than <i>Dad went....Dad went....Dad went....</i>	Sentence openers include some variation, e.g. <i>Today was great... In the first room... I loved...</i>
			Evidence that they have re-read sentences to check that they make sense
Punctuation	Usually leaves spaces between words	Mostly leaves spaces between words	Leaves spaces between words
	Uses a capital letter for the pronoun 'I'	Uses capital letters for names of people	Uses a capital letter for names of places and days of the week
	When writing single sentences uses a capital letter and a full stop to punctuate	Beginning to punctuate single sentences with a question mark or exclamation mark (as appropriate)	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *When sequencing sentences to form short narratives capital letters, full stops, question marks and exclamation marks may be used inconsistently (e.g. <i>starts with a capital letter, writes 3 unpunctuated sentences, and then ends the whole piece of writing with a full stop</i>)
			Beginning to use bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)

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Text structure and organisation	Joins in with predictable phrases in stories e.g. use of rhyme and rhythm to predict word or phrase at the end of the sentence. Please note: Taken from Reading Comprehension P.O.S provides oral rehearsal and is a necessary step in developing children's story writing.	Can orally retell a familiar story including all the main points and in chronological order Please note: Taken from Reading Comprehension P.O.S provides oral rehearsal and is a necessary step in developing children's story writing *Beginning to say out loud what they are going to write about including some of the main points.	Can say out loud what they are going to write about - Can orally plan their own writing (e.g. narrative, recount, report) and give an overview of the content including the main points e.g. <i>My story is going to be about... and she meets... then... or I am going to write about when we went to... My favourite bit was.....</i>
	Begin to structure their own writing using 'scaffolds' e.g. pictures and matching sentences e.g. <i>Life Cycle – Child draws picture of egg and writes sentence 'The hen laid an egg.'</i> <i>Draws a chick and writes sentence 'The chick hatched out of the egg.'</i> <i>etc</i>	Structure their own writing using 'scaffolds' e.g. draw their own story map, time line, story mountain, pictures – demonstrates the ability to sequence.	*Compose sentences orally before writing them *Writes sequenced sentences to form a short narrative *Writes relevant ideas and most are linked chronologically (i.e. recount and narrative) *Simple instructions are written in the correct order *Able to write relevant sentences under given subheadings e.g. Cars, Buses, Boats (i.e. information texts)
Composition And Effect	Beginning to independently use language appropriate to task	Usually uses words and phrases appropriate to task and topic	Mostly uses words and phrases appropriate to task and topic
	*Uses simple adjectives to orally describe places and people e.g. <i>The house was dark.</i> *Sometimes uses simple adjectives in labels, captions and sentences	Usually uses simple adjectives in labels, captions and sentences	Mostly uses simple adjectives in labels, captions and sentences
			Discuss what they have written with the teacher or other pupils – Can they describe something they are pleased with or something they have done well?
Performance			Read their writing aloud, clearly enough to be heard by their peers and the teacher