

Year 1 Writing Assessment

Planning and Writing			
Writes sentences by saying out loud what they are going to write			
When <i>planning narrative writing</i> , decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events			
Begins to plan and then write stories with a simple structure: beginning-middle-end			
Conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding			
Assembles information on a subject for example pets, food			
Writes sentences by composing a sentence orally before writing it; <i>transcribes these, a key phrase at a time, maintaining the sense most of the time</i>			
Writes stories by sequencing sentences to form short narrative			
<i>Re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where the event takes place and what happens in each event</i>			
<i>Begins to use story language and sentence patterns (one day, suddenly, in the end)</i>			
<i>Lists words and phrases to describe details of first hand experiences using senses</i>			
Writes simple non-fiction texts types linked to topics of interest			
<i>Make some appropriate choices of vocabulary (tall trees)</i>			
<i>Use simple features correctly (greeting in a letter, numbers in a list)</i>			
Evaluating and Editing			
Discusses what they have written with the teacher or other children			
Writes sentences by re-reading what they have written to check that it makes sense <i>and attempts to edit for sense</i>			
Punctuation			
<i>Leaves spaces between words</i>			
<i>Begins to punctuate sentences using a capital letter and full stop</i>			
<i>Begins to punctuate sentences using a question mark or exclamation mark</i>			
Uses capital letters for names and the personal pronoun I			
<i>Uses a capital letter for names of places and days of the week</i>			
Grammar + Sentence Structure			
<i>Knows how words can combine to make sentences</i>			
<i>Joins words and clauses using and</i>			
<i>Uses because to provide reasoning</i>			
Understand and uses the grammatical terminology appropriate to Year 1 Y1 – letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, exclamation mark			
<i>Uses past and present correctly in speech and begins to incorporate these in written work</i>			
Cohesive Devices			
<i>Uses time words to aid sequencing and organise events (first, then, next, finally)</i>			
<i>Sequences sentences to form short narratives</i>			
Sequences sentences to form simple non-fiction texts			
Word Level and Spelling			
Uses regular plural noun suffixes –s or –es (dog/dogs, wish/wishes)			
Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (helping, helped, helper)			
Use suffixes where no change is needed to the root word –ing, -ed, -er and –est			

(helping, helped, helper, eating, quicker, quickest)			
Understands how the prefix –un changes the meaning of verbs and adjectives (kind/unkind, tie/untie)			
Spell words containing each of the 40+ phonemes			
Name the letters of the alphabet in order			
Use letter names to distinguish between alternative spellings of the same sound			
Spell the days of the week			
Spell common exception words			
Divide words into syllables			
Spell some compound words			
Apply simple spelling rules listed in Appendix I			
Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far			
Handwriting			
Sits correctly at a table, holding a pencil comfortably and correctly			
Leaves spaces between words			
Forms capital letters			
Forms digits 0-9			
Begins to form lower-case letters in correct direction, starting and finishing in the correct place			
Understand which letters belong to which handwriting 'families' and practise these			
<i>Makes distinctions in most writing between ascenders and descenders</i>			
<i>Clearly distinguishes between similar looking letters (h/n a/g r/n)</i>			