

Expected Autumn Year 1: Yellow	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition</b>							
• <b>With support</b> decide what to write							
• Compose a sentence of minimum five words orally before writing it							
• Use simple words, phrases or captions							
• Invent own compositions which may need mediating to be understood							
<b>Ongoing:</b> Attempts to write for different purposes (write about a picture or familiar events)							
<b>Ongoing:</b> Make changes with support							
<b>Vocabulary, grammar, punctuation</b>							
• Reliance on simple phrases and clauses							
• <b>Sometimes</b> start a piece with a capital letter							
• Be aware of full stops but may still use punctuation to mark end of a line rather than a sentence							
• Evidence of spacing between words but sometimes needs mediating							
<b>Ongoing:</b> Use capital letter for pronoun I and the start of a name							
<b>Transcription- Spelling</b>							
• Correctly spell a few common exception words for Year 1 (NC page 44)							
• Make phonetically plausible attempts at words							
• Write <b>some</b> CVC words correctly (e.g.—c-a-t, sh-ee-p)							
<b>Transcription- Handwriting</b>							
• Sit correctly at a table, holding a pencil comfortably and correctly.							
• Produce recognisable letters, words or symbols to convey meaning							
• Some letters formed correctly							
<b>Ongoing:</b> Some commonly used letters are correctly shaped but still maybe inconsistent in size and orientation							
<b>Ongoing:</b> Form digits 0-9							
<b>Evidence for specific spelling rules</b>							
• Write dictated sentences using known words and GPCs Phase 3							
<b>Ongoing:</b> Name the letters of the alphabet in order.							
<b>Targets:</b>							

Please add dates to show where the evidence is recorded in books.

Expected Spring Year 1: Blue	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition</b>							
<ul style="list-style-type: none"> <li>Orally produce ideas before writing</li> </ul>							
<ul style="list-style-type: none"> <li>Decide what to write independently</li> </ul>							
<ul style="list-style-type: none"> <li><b>Attempt</b> simple, familiar forms e.g. recounts based on personal experience such as role play including some topic related word choice</li> </ul>							
<ul style="list-style-type: none"> <li>Another person is able to read writing with some mediation</li> </ul>							
<b>Ongoing:</b> Re read what they have written to check it makes sense.							
<b>Ongoing:</b> Discuss what they have written with their teacher or other pupils and make some changes.							
<b>Ongoing:</b> Some control over sequencing events and ideas in order							
<b>Vocabulary, grammar, punctuation</b>							
<ul style="list-style-type: none"> <li>Sentence like structures</li> </ul>							
<ul style="list-style-type: none"> <li>Use adjectives <b>occasionally</b> (e.g. big cat, red bus, green hair)</li> </ul>							
<ul style="list-style-type: none"> <li>Clear spaces between words</li> </ul>							
<ul style="list-style-type: none"> <li><b>Sometimes</b> punctuate a sentence with both a full stop and capital letter</li> </ul>							
<b>Ongoing:</b> Is beginning to use other punctuation marks (question and exclamation marks)							
<b>Transcription- Spelling</b>							
<ul style="list-style-type: none"> <li>Correctly spell some common exception words for Year 1 (NC page 44)</li> </ul>							
<ul style="list-style-type: none"> <li>Segment and spell some words containing adjacent consonants (e.g. boost, champ, burnt)</li> </ul>							
<b>Ongoing:</b> Use spelling rule for adding suffix –s as the plural marker e.g. cups/jumps							
<b>Ongoing:</b> Use -ing and -er where no change is needed in the spelling of root words							
<b>Transcription- Handwriting</b>							
<ul style="list-style-type: none"> <li>Form some capital letters.</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to form lower case letters in the correct direction, starting and finishing in the correct place</li> </ul>							
<ul style="list-style-type: none"> <li>Ascenders/descenders and upper/lower case sometimes distinguished.</li> </ul>							
<b>Ongoing:</b> Understand which letters belong to which handwriting families.							
<b>Evidence for specific spelling rules</b>							
<ul style="list-style-type: none"> <li>Write dictated sentences using known words and GPCs Phase 4</li> </ul>							
<b>Ongoing:</b> Name the letters of the alphabet in order.							
<b>Targets:</b>							

Please add dates to show where the evidence is recorded in book

C Teacher pool: Assessment/Ass 2017-2018/Writing assessment sheets Y1 and Y2 plus GD

Expected Summer Year 1: Orange	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition</b> <ul style="list-style-type: none"> <li>Writing shows <b>some</b> features of given text type (e.g. stories, captions, lists, instructions) but may not always maintain form</li> </ul>							
<ul style="list-style-type: none"> <li>Show evidence of simple structure in non-narrative writing</li> </ul>							
<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives.</li> </ul>							
<ul style="list-style-type: none"> <li>Formulaic phrases indicate start/end of text e.g. once upon a time, one day, happily ever after</li> </ul>							
<ul style="list-style-type: none"> <li>Another person is able to read writing without mediation</li> </ul>							
<ul style="list-style-type: none"> <li>Re read what they have written to check it makes sense and begin to make some corrections</li> </ul>							
<b>Vocabulary, grammar, punctuation</b> <ul style="list-style-type: none"> <li>Use Capital letters and full stops to demarcate sentences across a range of independent writing <b>most</b> of the time</li> </ul>							
<ul style="list-style-type: none"> <li>Choose <b>some</b> appropriate vocabulary relevant to subject matter e.g. adjectives</li> </ul>							
<ul style="list-style-type: none"> <li><b>Begin</b> to use grammatically accurate clauses and tenses</li> </ul>							
<ul style="list-style-type: none"> <li><b>Some</b> evidence of other punctuation marks being used (question marks or exclamation marks)</li> </ul>							
<ul style="list-style-type: none"> <li>Capital letter used for proper nouns (places, days of the week)</li> </ul>							
<ul style="list-style-type: none"> <li>Sentences are extended with 'and' (ongoing - 'because' etc.)</li> </ul>							
<b>Transcription- Spelling</b> <ul style="list-style-type: none"> <li>Correctly spell many common exception words for Year 1 (NC page 44)</li> </ul>							
<ul style="list-style-type: none"> <li>Spell correctly some decodable words and make phonically plausible attempts at others</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use spelling rule for adding suffix –s as the plural marker e.g. cups/jumps</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use spelling rule for adding suffix –es as the plural marker churches/brushes</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use the prefix –un (undress)</li> </ul>							
<ul style="list-style-type: none"> <li>Begin to use -ed and -est where no change is needed in the spelling of root words.</li> </ul>							
<b>Transcription- Handwriting</b> <ul style="list-style-type: none"> <li>Letters have clear shape, orientation and size</li> </ul>							
<ul style="list-style-type: none"> <li>Handwriting must be legible whatever style is used</li> </ul>							
<ul style="list-style-type: none"> <li>Form all capital letters clearly</li> </ul>							
<b>Evidence for specific spelling rules</b> <ul style="list-style-type: none"> <li>Can spell the days of the week</li> </ul>							
<ul style="list-style-type: none"> <li>Writes from memory simple sentences dictated by the teachers including GPCs and common exceptions words taught so far.</li> </ul>							
<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order</li> </ul>							
<b>Targets:</b>							

Please add dates to show where the evidence is recorded in boo

# Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	



Expected Autumn Year 2: Turquoise	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition:</b>							
<ul style="list-style-type: none"> <li>• <b>With support</b>, write simple narratives, poems and recounts of real events for different purposes</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>With support</b> is developing stamina for writing</li> </ul>							
<ul style="list-style-type: none"> <li>• Ideas are developed in short sections</li> </ul>							
<b>Ongoing:</b> Evidence of planning (including speaking and role play) before writing							
<b>Ongoing:</b> Support to self-correct punctuation or spelling							
<b>Vocabulary, grammar, punctuation</b>							
<ul style="list-style-type: none"> <li>• Sentences are extended with the use of and, but, or, so (coordinating conjunctions)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> use of noun phrases for description and specification e.g. blue butterfly</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of tenses being used correctly (past and present)</li> </ul>							
<ul style="list-style-type: none"> <li>• Use vocabulary which is appropriate to the subject matter</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Mostly correct</b> use of punctuation marks – capital letters and full stops</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to use question marks and exclamation marks.</li> </ul>							
<b>Transcription- Spelling</b>							
<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of common exception words spelt correctly</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to segment some spoken words into phonemes and represent these by graphemes, begin to spell <b>some</b> correctly and make phonically plausible attempts at others</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to use spelling rule for adding suffix –s as the plural marker e.g. cups/jumps</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to use spelling rule for adding suffix –es as the plural marker churches/brushes</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to use the prefix –un (undress)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Begin</b> to use –ed, ing, er and -est where no change is needed in the spelling of root words</li> </ul>							
<b>Ongoing:</b> Evidence of some homophones being used correctly (hear and here)							
<b>Transcription- Handwriting</b>							
<ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to each other</li> </ul>							
<b>Targets:</b>							

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Expected Spring Year 2: Gold	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition:</b>							
<ul style="list-style-type: none"> <li>• <b>More independently</b> write simple narratives, poems and recounts of real events for different purposes</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>Developing</b> stamina for writing</li> </ul>							
<ul style="list-style-type: none"> <li>• Consideration of structure e.g. beginning, middle and end, time- related words or phrases, line breaks, headings, numbers</li> </ul>							
<b>Ongoing:</b> Evidence of planning (including <b>key words</b> and new vocabulary) before writing.							
<b>Ongoing:</b> <b>Some evidence</b> of self-correction for punctuation and spelling							
<b>Vocabulary, grammar, punctuation</b>							
<ul style="list-style-type: none"> <li>• <b>Some</b> sentences are extended with the use of because, if, that, when (subordinating conjunctions)</li> </ul>							
<ul style="list-style-type: none"> <li>• Choose vocabulary for effect including more adventurous adjectives.</li> </ul>							
<ul style="list-style-type: none"> <li>• Using present and past tense correctly and consistently more often</li> </ul>							
<ul style="list-style-type: none"> <li>• Can use a range of punctuation marks – capital letters, full stops, question and exclamation marks (<b>not always accurate</b>)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>With support</b> make the correct choice in use of the progressive form of verbs in the past and present tense e.g. ing/ed</li> </ul>							
<b>Ongoing:</b> Begin to vary sentence beginnings and time connectives							
<b>Transcription- Spelling</b>							
<ul style="list-style-type: none"> <li>• <b>Some</b> common exception words spelt correctly with greater consistency (NC Page 44)</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>More consistently</b> use spelling rule for adding suffix –es as the plural marker e.g. churches/brushes</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>More consistently</b> use the prefix –un (undress) more often</li> </ul>							
<ul style="list-style-type: none"> <li>• <b>More consistently</b> use -ed , ing and -est where no change is needed in the spelling of root words</li> </ul>							
<ul style="list-style-type: none"> <li>• Segment some spoken words into phonemes and represent these by graphemes, spell <b>some</b> correctly and make phonically plausible attempts at others</li> </ul>							
<b>Ongoing:</b> Evidence of some homophones being used correctly (hear and here)							
<b>Transcription- Handwriting</b>							
<ul style="list-style-type: none"> <li>• More consistently write capital letters of the correct size and relationship to each other and to lower case letters and form digits correctly</li> </ul>							
<b>Targets:</b>							

Please add dates to show where the evidence is recorded in book.

Expected Summer Year 2: Silver	Text type of main pieces of evidence						Additional evidence of individual elements
	1	2	3	4	5	6	
<b>Composition:</b>							
• Write simple and coherent narratives about personal experiences and those of others'							
• Write simple and coherent non-fiction narratives							
• Write poetry							
• Evidence of planning before writing							
• Using sentences with different forms in their writing :	• Statements						
	• Commands						
	• Questions						
	• Exclamations						
<b>Ongoing:</b> Evidence of self-correction for sense, punctuation and spelling							
<b>Vocabulary, grammar, punctuation</b>							
• Using some expanded noun phrases to describe and specify							
• Using present and past tense mostly correctly and consistently							
• Using co-ordination (or / and / but)							
• Using some subordination (when / if / that / because)							
• Demarcating sentences, when appropriate, with a range of punctuation, eg:	• Capital Letters						
	• Full Stops						
	• Question marks						
	• Exclamation marks						
<b>Transcription- Spelling</b>							
• Segmenting spoken words into phonemes and representing these by graphemes, spelling <b>many</b> correctly and making phonically plausible attempts at others							
• Use spelling rule for adding suffix –es as the plural marker							
• churches/brushes							
• Use the prefix –un (undress) more often							
• Use –ed, ing er and -est where no change is needed in the spelling of root words							
• Spelling <b>many</b> common exception words (NC page 44)							
<b>Ongoing:</b> Evidence of some homophones being used correctly (hear and here)							
<b>Ongoing:</b> Use an apostrophe for contractions							
<b>Ongoing:</b> Use an apostrophe for possessive 's'.							
<b>Transcription- Handwriting</b>							
• Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
• Using spacing between words that reflects the size of the letters.							
<b>Targets:</b>							

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## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



<b>Year 2: Assessment Greater Depth</b>	<b>Text type of main pieces of evidence</b>						<b>Additional evidence of individual elements</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Composition:</b>							
<ul style="list-style-type: none"> <li>Write effective and coherent narratives for different purposes, drawing on reading to inform the vocabulary and grammar of the writing</li> </ul>							
<ul style="list-style-type: none"> <li>Make simple additions, revisions and proof-reading corrections to own writing</li> </ul>							
<b>Vocabulary, grammar, punctuation</b>							
<ul style="list-style-type: none"> <li>Use the full range of punctuation taught at Key Stage 1 mostly correctly</li> </ul>							
<ul style="list-style-type: none"> <li>Use commas to separate items in a list</li> </ul>							
<ul style="list-style-type: none"> <li>Use apostrophes to mark singular possession in nouns and contractions</li> </ul>							
<b>Transcription- Spelling</b>							
<ul style="list-style-type: none"> <li>Spelling <b>most</b> common exception words (NC page 44)</li> </ul>							
<ul style="list-style-type: none"> <li>Adding suffixes to spell <b>most</b> words correctly, eg: -ment, -ness, -ful, -less, -ly</li> </ul>							
<b>Transcription- Handwriting</b>							
<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters in <b>most</b> writing</li> </ul>							
<b>Targets:</b>							

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