

Writing Assessment Outcomes

Skills	Stage 1
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> • Identify known phonemes in unfamiliar words. • Spell words using the 40+ known phonemes. • Use syllables to divide words when spelling. • Use what they know about alternative phonemes to narrow down possibilities for accurate spelling. • Spell common exception words and the days of the week. • Use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • Name all the letters of the alphabet in order. • Use letter names to show alternative spellings of the same phoneme. • Know how the prefix 'un' can be added to words to change meaning. • Use the suffixes 'er', 'est', 'ed', and 'ing' within my writing. <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortable and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters and digits 0-9. • Understand which letters belong to which handwriting 'families' and begin to form these correctly.
Composition	<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 a narrative. • Re-read what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils.
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> • Join words and clauses using 'and'. • Combine words to make a sentence. <p>Punctuation</p> <ul style="list-style-type: none"> • Separate words using finger spaces. • Begin to use capital letters to start a sentence. • Begin to use a full stop to end a sentence. • Begin to use a question mark. • Begin to use an exclamation mark. • Use capital letters for names. • Use 'I'.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> • Write short stories about something personal to them. • Sequence a short story or series of events related to learning in science, history and geography. • Writing makes sense to the reader without additional explanation. • Confident in changing the way sentences start. • Make sentences longer and use words other than 'and' and 'then' to join ideas together. • Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary. • Know which letters sit below the line and which are tall letters. • Consistent in use of lowercase and capital letters. • Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words. • Spell almost all words in the Year 1 and 2 list accurately.