

# Key Assessment Outcomes for Writing: Year One

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Trinity Primary





## Key Assessment Outcomes for writing: Year One

	1.1	1.2	1.3	1.4 + application
Assessment Overview		Can produce <b>at least 5 sentence-like structures</b> which can be read without the child's help. It is likely to be list like in structure (The dog is... The dog iss.... The dog is....)	Can produce a <b>paragraph or more</b> which can be read without the child's help. Should be able to write:  Lists, stories, reports, recounts	Can produce <b>two good paragraphs</b>
Handwriting	Usually leaves a space between words  Can form most letters correctly but may be the wrong way round and not on the line.	Consistently leaves a space between words but the size may vary  Usually forms lower case letters correctly but the size may vary  Usually forms capital letters correctly but size is not controlled	Consistently leaves a regular sized space between words  Forms all lower case letters correctly but size of ascenders and descenders may vary  Forms all capital letters correctly with size relative to lower case letters	Consistently leaves a regular sized space between words which is relative to the size of the handwriting  Forms all lower case letters correctly with only one or two letters with ascenders or descenders showing incorrect sizing  Forms all capital letters correctly with size relative to lower case letters
Phonics and whole word spelling	Spells words from ..... level correctly  Spells CVC words confidently	Spells words from ..... level correctly  Spells most words from Letters and sounds phase 2 and 3	Spell words from ..... level correctly  Spells most words from Letters and sounds phase 3 and 4 correctly  Most spellings are phonetically plausible	Spell words from ..... level correctly  Spells most words from Letters and sounds phase 5 correctly  Most spellings are phonetically plausible
Spelling rules and conventions	One or two spellings where 's' has been added to indicate a plural	Usually adds 's' to indicate a plural although often forgets plural  Usually spells 'ed' suffix correctly but spells less common regular verbs with a 't' or 'd'  Usually spells 'ing' suffix correctly but sometimes uses 'in'	Consistently adds 's' or 'es' to indicate plurals with only one or two omissions  Consistently spells 'ed' suffix correctly with only one or two spelt incorrectly  Consistently spells 'ing' suffix correctly	Consistently adds 's' or 'es' to indicate plurals  Shows one or two examples of changing 'y' to 'ies' when indicating plurals  Consistently spells 'ed' suffix correctly  Consistently spells 'ing' suffix correctly
Grammar	Writes at least three simple sentences	Uses one sentence which includes ANY conjunction (most likely to be 'and')	Uses at least two sentences which include ANY conjunction (most likely to be 'and', 'but' or 'so').	Uses co-ordination conjunctions ('and', 'but', 'so')  At least one sentence with a subordination conjunction (probably 'because') Uses one sentence which is an exclamation or question At least 70% of verbs in a retelling are in past tense



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Punctuation	No knowledge of sentence endings or capital letters is necessary for this stage.	At least two sentences are correctly marked with a capital letter and full stop.  Beginning to use a capital letter for pronoun 'I'  Uses a capital letter for own name	At least three sentences are correctly marked with a capital letter or full stop.  Usually uses a capital letter for the pronoun 'I'  Beginning to use a capital letter for names	Most sentences are correctly marked with a capital letter or full stop on a piece of writing nearly one A4 page in length One sentence is correctly marked with an exclamation or question mark  Consistently uses a capital letter for the pronoun 'I'  Usually uses a capital letter for names and is beginning to use them for places and days of the week
Text Structure and organisation		Ideas are sometimes in correct order	Ideas are mainly in the correct order  Often uses formulaic phrases to show a beginning or end (usually fairy tale language: Once upon a time, happily ever after, the end) Beginning to use pronouns to show connections between ideas (eg. Michael.... He.. He... Michael)	Uses at least two time connectives (usually 'first' or 'then') to sequence writing  Breaks writing into two or three parts using a line break
Writing Composition		Uses one simple adjective to describe colour	Uses two or more adjectives or adverbs to describe colour, size or simple emotion	Uses two or more ambitious adjectives or adverbs to add detail ('mysterious', 'rapidly')