Reception Writing Assessment Objectives

	R.1	R.2	R.3	R.4	R.5- (Exceeding)
Assessment Overview	Can communicate meaning through the marks they make.	Can produce 2 **simple CVC sentences** containing at least 3 words.	Can produce **3 sentences- like structures** which they can read back to you.	Can produce **at least 5 sentence-like structures** 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 paragraph or more** which can be read without the child's help. Should be able to write: Lists, stories, reports, recounts
Handwriting	Is beginning to hold a pencil correctly with prompting from an adult. Can form some letters from name.	Can hold a pencil correctly. Can form letters in name and other familiar letters.	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
Phonics and whole word spelling	Can write the initial sound in a CVC word. Can write the final sound in a CVC word.	Independently spells CVC words correctly. Other words are phonetically plausible and can be read without the child's input.	Spells words from Starfish level 1 correctly. Spells most words using sounds from Sounds Write Initial Code, Units 1-9	Spells words from Starfish level 2 correctly Spells most words using sounds from Sounds Write Initial Code, Units 1- 11	Spell words from Starfish level 3 correctly Applies sounds from Sounds Write Extended Code, Units 1-24 to make most spellings 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 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
Grammar	Write a list of CVC words containing familiar sounds.	Write at least three simple sentences using the scaffolded lines in guided writing.	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')

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Punctuation				No knowledge of sentence endings or capital letters is necessary for this stage.	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 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 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')