



Morton Trentside Primary School

Writing Assessment Years 1,2 & 3

Year 1	Year 2	Year 3
Working towards	Working towards	Working towards
The pupil can (after discussion with the teacher): Handwriting - Form some letters and digits are correctly and appropriately orientated - Uses spaces to separate most words Creating and shaping texts - Produce ideas about what to include in a narrative Spelling - Segment many simple spoken words into phonemes and write the graphemes corresponding to those phonemes - Spell some of the Year 1 common exception words Text structure and organization - Write sentences sequenced to form a short narrative with limited support - Write and order simple instructions with limited support - Label information correctly with limited support	The pupil can (after discussion with the teacher): Handwriting - form lower-case letters in the correct direction, starting and finishing in the right place - form lower-case letters of the correct size relative to one another in some of their writing - use spacing between words. Creating and shaping texts - Choose appropriate and interesting words for writing from alternative supplied (e.g from a word bank) or words they have found in known stories and poems) Spelling - segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others - spell some common exception words* Text structure and organization - write sentences that are sequenced to form a short narrative (real or fictional)	The pupil can (after discussion with the teacher): Handwriting - Use a legible handwriting style developing with consistent letter formation, using the diagonal and horizontal strokes needed to join some letters Creating and shaping texts - Use adventurous word choices and detail to engage the readers (adverbs, verbs, adjectives and nouns) Spelling - Spell some words from the year 3 word - list Text structure and organization - Write simple coherent narratives - Uses basic sequencing of ideas or materials, using connecting words and phrases making sure the layout is clear to the reader Sentence structure and punctuation - Demarcates sentences with capital letters

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Sentence structure and punctuation Demarcate some sentences with capital letters and full stops	- writing shows characteristics of chosen form based on structure of known texts Sentence structure and punctuation - demarcate some sentences with capital letters and full stops - uses conjunctions to join compound sentences	and full stops most of the time Beginning to use exclamation marks, question marks and commas to separate items in a list
Working at the expected standard	Working at the expected standard	Working at the expected standard
The pupil can after discussion with the teacher: Handwriting - Most letters and digits are correctly formed and orientated - Use spacing between most words Creating and shaping texts - Discuss ideas for narratives and select appropriate and interesting words form word banks Spelling - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	The pupil can, after discussion with the teacher: Handwriting - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters. Creating and shaping texts - select and use vocabulary appropriate to different text types - use a developing range of adjectives, verbs, adverbs and nouns to make their writing more interesting Spelling - segment spoken words into phonemes	In independent writing and writing that stems from classroom themed work: Handwriting - Legible style developing with consistent letter formation, sometimes joined Creating and shaping texts - Writing demonstrates awareness of purpose and reader with attempts to interest the reader - In narrative writing create settings, characters and plot - Begin to evaluate, edit and improve work with support Spelling - Spell many words from the Year 3 word

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• Uses regular plural noun suffixes mostly correctly e.g. -s or -es • Spell many of the Year 1 common exception words Text structure and organization • Write sentences that resemble orally composed sentences that are sequence to form short narratives • Join words and clauses using 'and' Sentence structure and punctuation • Demarcate some sentences with capital letters and full stops • Most names, and the personal pronoun I, begin with a capital letter	and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* Text structure and organization • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Sentence structure and punctuation • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use commas in a list	list • Uses the correct selection of homophones most of the time Text structure and organization • Uses simple organisational devices in non-narrative writing • Beginning to organise paragraphs around a theme Expresses time, place and cause by: • Using a range of conjunctions e.g. when, before, after, while, so, because • Using adverbs e.g. Then, next, soon, therefore • Using prepositions e.g. before, after, during, in, because of Sentence structure and punctuation • Some accurate use of inverted commas to punctuate direct speech • Uses apostrophes for singular possession and to mark where letters are missing mostly correctly • Uses the correct form of a or an • Uses the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went
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		out to play • Tense is used mainly accurately
Working at greater depth within the expected standard	Working at greater depth within the expected standard	Working at greater depth within the expected standard
The pupil can (after discussion with the teacher): Handwriting • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Creating and shaping texts • Write for different purposes • Demonstrates a use of adventurous word choices to engage the reader and adds some detail to their writing Spelling • Adds some suffixes e.g. -ing, -er and -ed where no change is needed to the root word • Spell most of the Year 1 common exception words Text structure and organization • Writes simple coherent narratives where	The pupil can (after discussion with the teacher): Handwriting use the diagonal and horizontal strokes needed to join some letters. Creating and shaping texts • write effectively and coherently for different purposes, drawing on their reading • use descriptive language to establish specific settings Spelling • Spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* Text structure and organization • demonstrates clear sections in different form of writing	In independent writing and writing that stems from classroom themed work: Handwriting • Legible style developing with consistent letter formation, mostly joined Creating and shaping texts • Develop and characters in more detail in writing Spelling • Spell most words from the Year 3 word - list • Adds prefixes to form nouns e.g. super-, anti-, auto- Text structure and organization • Organises paragraphs around a theme • Writes a range of sentence types including complex sentence structure Sentence structure and punctuation

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the key features of the text genre are present Sentence structure and punctuation • Uses the punctuation taught at Year 1 mostly correctly • Begin to demonstrate the use of 1st or 3rd person and tense when writing sentences • Use conjunctions to join compound sentences	• Use reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing Sentence structure and punctuation • use the punctuation taught at key stage 1 mostly correctly^ • use a range of verbs, nouns and adjectives for impact • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	• Uses the punctuation taught at Year 3 mostly correctly • Begin to manipulate subordinate clauses in a sentence to achieve different effects
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