



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (P4) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Shows an interest in the writing process, i.e., focuses on watching an adult write								
2	Purposefully picks up writing tool								
3	Uses dagger grip								
4	Uses pincer grip								
5	Makes large random strokes								
6	Chooses to mark make								
7	Demonstrates pleasure in efforts								
8	Uncontrolled scribble with either hand								
9	Imitates vertical strokes								
10	Imitates horizontal strokes								
11	Imitates circular strokes								
12	Watches paper as they make marks								
13	Shows 'writing' to carer								
14	Puts marks or symbols alongside picture								
15	Aware that using an input device – switch/joy stick/roller ball etc – causes a change on the screen								
16	Uses crayon								
17	Uses pencil								
18	Uses pens								
19	Uses paint								
20	Uses the computer								
21	Works on paper								
22	Works on dry wipe board								
23	Works on Interactive Whiteboard/Plasma screen								

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (P5) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Is guided to observe adult writing for a purpose, e.g. making a shopping list								
2	Is guided to listen when an adult reads back what they have written								
3	Watches when an adult writes the child's own name								
4	Lines of zigzag scribble across the page								
5	'Reads' own 'writing'								
6	Seeks out adult to read what they have written								
7	Copies gross and fine motor exercises from PenPals F1 – as networked for use on all classrooms PCs								
9	Dictates caption for picture								
10	Begins to position paper correctly for writing								
11	Begins to hold paper with non-writing hand								
12	Traces patterns – horizontal, vertical, circular								
13	Traces a writing pattern								
16	Copies patterns - horizontal, vertical, circular								
17	Copies a writing pattern								
20	With support, pupils create patterns								
21	Draws pictures / Talks about a drawing								
22	Attempts to add own name to picture								
23	Uses a variety of colours								
24	Press input device appropriately with cause and effect software								
25	Show awareness that pressing key on keyboard affects the screen								
26	Uses a drawing package to create a pattern on the screen								

Recording: Experienced / With Help / Independent Consolidated **(Date responses with month and year and star if comment added overleaf)**



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (P6) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Starts to form long ladder letters – PenPals F2								
3	Writes first letter of first name								
4	Writes several letters from first name								
5	Begins 'Start Spelling' (Tracks sentences)								
6	Copies letters or words from the environment								
7	Copies underneath from left to right								
8	Is developing a preferred hand								
9	Illustrates writing								
10	Lines of scribble have a variety of letters included								
11	Patterns visible in writing – i.e. spaces between symbols (imitating words)								
12	Letter size variable								
13	Independently observes written material in use, i.e. shopping list								
14	Watches as adult writes text on computer								
15	Observes production of a printout								
16	Identifies initial letter of name on keyboard								
18	Uses keyboard to attempt to print their own name on screen								
19	Starts to form one armed robot letters (PenPals F2)								
20									
21									
22									
23									

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (P7) Term / Year: Pupil Name / Class Group:	DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES – Pupil can.....</p> <p>(Add any additional outcomes that may be relevant to your class group and which reflect your response to the SOW- You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p>								
1 Has a preferred writing hand								
2 Begins letters in the correct place								
3 Starts to form curly caterpillar letters (PenPals F2)								
4 Moves around circular shape in the correct direction								
5 Returns up a vertical stroke as in 'n' and 'm'								
6 Some letters correctly formed								
7 Uses letters of own name in writing								
8 Groups letters/symbols together and leaves spaces between 'words'								
9 Starts to form zig-zag monster letters (PenPals F2)								
10 Can write first sentence from Tracks Start Spelling e.g. 'I am Name', with all words spelt correctly and spaces between the three words								
11 Uses correct pencil grip								
12 In shared/independent writing, uses single letter to represent word								
13 Can write along a line from left to right								
14 Can write in a list, start each word on left hand side of page								
15 Writes first name correctly most of the time								
16 Writes first name correctly all of the time								
17 Makes a credible attempt at writing surname correctly								
18 Dictates caption for computer picture, painting or similar product								
19 Dictates story								
20 Contributes ideas/lines for class poem								
21 Creates cards for family / thank you cards etc								

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (P8) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Lessening of arm movement and greater use of hand to write								
2	Can read back what they have written								
3	Gives text same meaning each time								
4	Uses letter sound knowledge in writing								
5	Can write the first three sentences of Tracks Start Spelling								
6	Can form half of lower case letters correctly								
7	Can form some upper case letters correctly								
8	Can produce some recognisable words in independent writing								
9	Writes surname correctly most of the time								
10	Uses capital letter to begin names e.g. characters from stories and classmates etc								
11	Enters name on the computer								
12	Can toggle/lock shift key to move between upper and lower case on keyboard								
13	Writes along the line from left to right and understands to return to left hand side for each new line								
14	Puts spaces between words on the computer								
15	Realises that the print is the same as the text on the screen								
16	Can copy successfully from wall board or IWB etc								
17	Asks how to write a word								
18	Recognises own work when displayed								
19	Demonstrates understanding of different uses of writing								
20	Joins in group story writing								

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L1c) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Makes an active contribution to group writing activities								
2	Asks a question about what has been written								
3	Listens when groups story is read								
4	Recognises the story written yesterday								
5	In preparation for composition, talks about a personal event/experience								
6	Can describe what they want to write or what a scribe is to write								
7	Can write the six Tracks Start Spelling sentences with minimal adult input								
8	Uses familiar words in their own work								
9	Uses pictures to plan story events								
10	With guidance can make amendments to own work								
11	Can form all lower case letters correctly								
12	Can form half of all upper case letters correctly								
13	Can use writing to recount personal experience								
14	Can use writing to create stories								
15	Aware that each letter has a name and sound								
16	Write a letter in response to the given sound								
17	Write a letter in response to a letter name								

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L1b) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (if used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>									
1	Has a spelling vocabulary of at least twelve words (can write the 12 words from Tracks Start Spelling when requested at random)								
2	Has begun Tracks DIY writing /sentence construction								
3	Has begun Tracks Write Words								
4	Supported by adult, gives some descriptive detail in story, e.g. colour or size								
5	Talks to an adult about what they wish to write								
6	Answers questions about the content of their writing								
7	In group writing suggest elements like place or character								
8	Full stops appear randomly in writing								
9	Can form all lower and upper case letters correctly								
10	Takes a pride in the appearance of their work								
11	Can match upper and lower case letters								
12	Can write initial sounds of unfamiliar words (e.g. when engaged in Shared Writing with an adult)								
13	Can write final sounds of unfamiliar words (e.g. when engaged in Shared Writing with an adult)								
14	Identifies vowel in CVC word								
15	Writes phonic based CVC words								
16	Writes some words from high frequency word list								
17	Transfers knowledge of spelling gained from Tracks Write Words to other contexts								
18	Suggests a word to put in a verse/poem using rhyming awareness								
19	Writes some CVC rhyming words, e.g. sit, hit, fit,								
20	Write in speech bubbles as a way of beginning to be aware of reported speech								

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L1a) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (if used as class or group record)							
LEARNING OUTCOMES (Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching) Pupil can.....									
1	Sequence three related parts of events in a story								
2	Give some simple descriptive detail in a story, e.g. colour, size, weather, etc								
3	To understand and use writing for different purposes, i.e., lists, stories, reports etc								
4	Feel confident to try spellings								
5	Create an imaginary place								
6	Create an imaginary person								
7	Create an imaginary event								
8	Begins writing with a capital letter								
9	Ends writing with a full stop								
10	Uses capital letter for personal pronoun 'I'.								
11	Identifies question marks								
12	Identifies exclamation marks								
13	Reads own writing with intonation								
14	Uses regular sized spaces between each word								
15	Uses regular sized spaces between words in computer text.								
16	Ascenders are taller than other letters								
17	Descenders are lower than other letters								
18	Expects to present text that can be read by others								
19	Spells two letter words								
20	Spells phonic CVC words								
21	Writes initial letter sounds: ch, th, sh								
22	Aware of alliteration								

Recording: Experienced / With Help / Independent Consolidated **(Date responses with month and year and star if comment added overleaf)**



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L2c) Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (if used as class or group record)						
<p style="text-align: center;">LEARNING OUTCOMES</p> <p style="text-align: center;">(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>								
1	Starts to form diagonal joins – PenPals1							
2	Understands and uses adjectives in writing							
3	Verbally constructs sentence prior to writing							
4	Writes several simple sentences in Tracks DIY writing							
5	Can write lists							
6	Write simple list of instructions, e.g. how to make a sandwich							
7	Add captions to picture sequence							
8	Expect what they have written to make sense							
9	Suggests vocabulary to use in a story							
10	Links ideas using 'and'							
11	Identify where to put full stops by reading text aloud							
12	Full stops are less randomly placed							
13	No capital letters in the middle of words							
14	Letters in word have consistent height							
15	Upper case letters are an appropriate size							
16	Is building a spelling bank of words that they can spell confidently and correctly (e.g. from Write Words)							
17	Uses sound of one word to assist with spelling another word							
18	Uses phonic knowledge to spell words							
19	Uses knowledge of visual patterns to spell							
20	Uses the letter s to denote plural							
21	Aware of initial clusters							
22	Spells words consistently in a piece of writing – even if incorrect							
23	Can spell own surname correctly							

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L2b) Term / Year: Pupil Name / Class Group:	DATE OR PUPIL NAMES (if used as class or group record)							
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>								
1	Start to form horizontal joins – PenPals1							
2	Uses an increasing range of adjectives in writing							
3	Beginning to use adverbs with guidance and teacher modelling							
4	Use a setting from a familiar story							
5	Use familiar rhymes and patterned stories, e.g. Write a story with a rhyme in the style of 'The Gingerbread Man'							
6	Extend an alliteration							
7	Extend rhyme and rhyming patterns of familiar verse							
8	Write a piece of non-fiction							
9	Check for sense in what they have written							
10	Identify when they have missed a word							
11	Identify when words are in the wrong order							
12	Write a simple profile of a character							
13	Show an awareness of the tense they are writing in							
14	Uses some conjunctions other than 'and'							
15	Use full stops when they have completed a sentence							
16	Aware of the use of question marks							
17	Has an awareness of common question words to use in writing, e.g. 'who', 'where', 'what' etc							
18	Few inappropriate capital letters							
19	Letters are of a consistent height and size							
20	Writes some common initial clusters / prefixes / endings							
21	Aware that not all plurals are created by adding an 's'							
22	Write some common letter strings							
23	Can make horizontal and diagonal joins							

Recording: Experienced / With Help / Independent Consolidated (Date responses with month and year and star if comment added overleaf)



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L2a) Page 1 Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)						
<p style="text-align: center;">LEARNING OUTCOMES</p> <p>(Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching)</p> <p style="text-align: center;">Pupil can.....</p>								
1	Starts to join up high frequency words – PenPals 2							
2	Can produce extended captions for own cross-curricular work							
3	Assembles and organises information e.g. facts in a piece of cross-curricular work							
4	Writes simple questions							
5	Uses some descriptive words or phrases							
6	Write about a known story							
7	Maintains tense throughout passage of writing							
8	Aware of a range of conjunctions							
9	When planning (e.g. a story or recount) is aware of the questions:							
10	<ul style="list-style-type: none"> • who / when / where / why 							
11	Can retell a known story in writing							
12	Create a simple atmosphere, i.e. 'a cold, rainy day'							
13	Uses word processor to draft work							
14	Think of a range of words with similar meaning							
15	Consider what is essential information for inclusion in invitations, on posters							
16	Reads work to check meaning							
17	Full stops followed by capital letter							
18	Gives peoples' names capital letters							
19	Gives familiar place names capital letters, i.e. towns, street							
20	No inappropriate capitals							

Recording: Experienced / With Help / Independent Consolidated **(Date responses with month and year and star if comment added overleaf)**



Addington School – Skills Sheets – Small Steps Assessment – English (Writing)

Subject: Literacy – Writing – (L2a) Page 2 Term / Year: Pupil Name / Class Group:		DATE OR PUPIL NAMES (If used as class or group record)							
LEARNING OUTCOMES (Add any additional outcomes that may be relevant to your class group / individuals. You do <u>not</u> need to assess <u>all</u> the outcomes listed, only those which you are currently teaching) Pupil can.....									
21	Begins to use speech marks, even if inconsistently								
22	Ascenders and descenders are clear and consistent								
23	Adjust size of writing according to purpose, e.g. big writing for poster, small writing when fitting information into a pre-drawn box								
24	Pay attention to the presentation and layout of a piece of work								
25	Writes common vowel blends								
26	Spells simple CCVC								
27	Spells simple CVCC								
28	Spells words in high frequency word list								
29	Writes common prefixes correctly								
30	Breaks down compound words								
31	Writes common endings correctly								
32	Uses class word bank to check spelling								
33	Uses alphabet knowledge to access a dictionary								
34	Become aware that rules are sometimes broken								
35	Reads words to check spelling								
36	Joins up high frequency words – PenPals 2								

Recording: Experienced / With Help / Independent Consolidated **(Date responses with month and year and star if comment added overleaf)**