

Stoke Writes

Assessment Grid for Writing: Path 1

Name _____

	I can start!	I can join!	I can write it!	I can say it!	My Punctuation	My Spelling	My Presentation
	SW1	SW2	SW3	SW4	SW5	SW6	SW7
Path 1: Step 1 (Working Towards the Expected Standard)	Writes simple sentences with some use of capital letters and full stops.	Join clauses using: <ul style="list-style-type: none"> and 	Says out loud what they are going to write about. Composes a sentence orally before writing it. Sequences sentences to form a short narrative. Phrases, simple statements and sentences contain recognisable words to communicate ideas e.g. about a topic, a recount. Writing can be read without mediation. Spaces are left between words consistently. Able to label information appropriately. Writes simple recounts. Beginning to check that writing makes sense through discussion with an adult or peer.	Discusses what they have written (with an adult or peer), using the correct grammar from the Year 1 list. (<i>letter, word, sentence, full stop, capital letter, singular, plural</i>) Beginning to read writing aloud clearly enough to be heard by others. Listens attentively and engages with the speaker. Takes turns in small group situations/or with a partner.	Beginning to use capital letters and full stops. Starting to use capital letters for names of people, places and days of week.	Add -s or -es as the plural marker for nouns and the third person singular marker for verbs. Applies newly acquired phonological knowledge. Names all letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound.	Letters are usually clearly shaped and orientated. Forms lower-case letters in the correct direction, starting and finishing in the correct place. Starting to form capital letters. Understands that a line of writing is not necessarily a sentence. Sits correctly at a table, holding a pencil comfortably and correctly.
Path 1: Step 2 (Working at the Expected Standard)	Writes a sequence of sentences to form short narratives.	Able to choose different conjunctions from the Year 1 list such as: <ul style="list-style-type: none"> and but when Able to use simple time conjunctions to order and link sentence ideas: <ul style="list-style-type: none"> First Next Last After Then Finally When 	Adds adjectives and simple noun phrases to writing to give detail, e.g. 'The yellow fish'. Able to write from memory simple sentences that use phonemes and exception words taught so far. Able to write short stories that can be re-read. Writing is becoming more sustained in length. Re-reads writing to ensure it makes sense. Checks that their writing makes sense by re-reading and makes simple changes where suggested.	Discusses writing using the correct grammar from the Year 1 list (<i>letter, word, sentence, full stop, capital letter, singular, plural, punctuation, question mark, exclamation mark</i>) Reads writing aloud clearly enough to be heard by others. Says aloud and accurately orders sentences prior to writing them. Responds to questions in full sentences, not single words. Beginning to recite known stories, recounts and poems.	Beginning to use capital letters, full stops, exclamation marks and question marks. Uses capital letters for names of people, places, days of week and the personal pronoun 'I'.	Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words. Confidently spells days of the week correctly. Uses the prefix un- Divides words into syllables.	Capital letters are formed correctly. Digits 0-9 are consistently formed accurately. Understands which letters belong to which handwriting families.
Path 1: Step 3 (Working at Greater Depth)	Independently writes a sequence of sentences using story language.	Independently applies conjunctions from the Year 1 list including: <ul style="list-style-type: none"> then that because 	Applies the core Y1 skills independently and consistently when writing across the curriculum. Simple structures are starting to be used to organise writing, e.g. numbers for instructions, time order in a recount and headings in a report. Shows some awareness of who the audience for written work is. Sometimes uses ! and/or ? to show the purpose of sentences. Secure in writing a short narrative. Simple noun phrases are being used regularly. Checks that their writing makes sense and begins to make changes independently.	Words are chosen with precision, sometimes using ambitious vocabulary. Can recite simple rhymes or poems or known stories from memory.	Punctuates sentences accurately with ! Punctuate sentences with ? Commas are used to separate items in a list.	Understands compound words and spells them accurately.	Evidence that handwriting is now starting to be joined.