

Name		Class of	
<b>Writing: Year 1</b>			
Statements	7-10	11-16	17-19
Attainment	Year 1 Entering	Year 1 Developing	Year 1 secure



<b>Writing assessment: 19 statements 6 KPIs</b>		
1	Can write own first name with appropriate upper and lower case letters (may not be accurate).	
2	<u>Writes simple regular words, some spelt correctly.</u>	
3	Always leaves spaces between words.	
4	Begins to make phonic attempts at words.	
5	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.	
6	<u>Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</u>	
7	Can show some control over letter size, shape and orientation in writing.	
8	<u>Can say what writing says and means.</u>	
9	<u>Can produce own ideas for writing.</u>	
10	Can show some control over word order producing logical statements.	
11	Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).	
12	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).	
13	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)	
14	Can use simple adjectives to add detail (e.g. the red flower).	
15	<u>2 examples of simple conjunctions (and, but, so, because etc.) to join 2 simple sentences, thoughts, ideas etc.</u>	
16	Can use appropriate vocabulary, (should be coherent) in more than three statements.	
17	Can use logical phonic strategies when trying to spell unknown words in more than three statements.	
18	<u>Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.</u>	
19	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).	