



Writing Assessment Tracking – Year 1

Skills demonstrated across a range of age appropriate genres.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	When writing about personal experiences and real events, the writer can talk about what they are going to write about.	Single clause sentences are sequenced to form short narratives.	Some playing with punctuation and grammar beyond their PoS is evident.
	Writing demonstrates single simple sentences.	Some use of simple co-ordination is evident using 'and' to join clauses.	Spelling rules are beginning to be independently applied in their own writing with increasing accuracy
	There is some evidence of playing with punctuation marks.	Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.	The writer independently sustains ideas across short narratives.
	Is beginning to form recognisable letters and numbers.	Capital letters and digits 0 to 9 are mostly formed and orientated accurately.	Writing shows some awareness of other words that can join clauses as drawn from their wider reader.
	Can hold a pencil using a correct tripod grip.		Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
Spring	When writing about personal experiences and real events, the writer can talk about what they are going to write about.	Writing is read out loud to check it makes sense and some changes made independently.	Writing is beginning to demonstrate an understanding of features of different text types, with some independent choices being made accordingly.
	The writer reads out loud to check it makes sense and changes made with support.	Days of the week are spelt accurately.	Form is increasingly maintained across writing.
	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1).	Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks.	Writing is checked and improved with independence.
	Writing demonstrates single simple sentences.	Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Some playing with punctuation and grammar beyond their PoS is evident.
	There is some evidence of playing with punctuation marks.	There is some consistency in the size and spacing of digits and letters throughout the writing.	Spelling rules are beginning to be independently applied in their own writing with increasing accuracy
	Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.	Spacing between words is mostly appropriate.	The writer is realising that repetitive use of 'and' becomes boring for the reader.
	Capital letters and digits 0 to 9 are mostly formed and orientated accurately.		Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate.
Summer	When writing about personal experiences and real events, the writer can talk about what they are going to write about.	Writing is read out loud to check it makes sense and some changes made independently.	Writing is beginning to demonstrate an understanding of features of different text types, with some independent choices being made accordingly.
	The writer reads out loud to check it makes sense and changes made with support.	-s/-es is used for plurals and there is increasingly accurate use of the prefix un- and suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. [eg helping, helped, helper, eating, quicker, quickest].	Writing is checked and improved with independence.
	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1).	Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1.	Some playing with punctuation and grammar beyond their PoS is evident.
	Writing demonstrates single simple sentences.	Spacing between words is mostly appropriate.	Spelling rules are beginning to be independently applied in their own writing with increasing accuracy
	There is some evidence of playing with punctuation marks.	There is some consistency in the size and spacing of digits and letters throughout the writing.	Competent use of co-ordination is evident in independent writing.
	Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.		Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions.
	Capital letters and digits 0 to 9 are mostly formed and orientated accurately.		

Composition	Grammar & Punctuation	Spelling	Handwriting	Proof Reading	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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