

# William Westley Assessment Grids -Year 1

		Autumn	Spring	Summer			
<u>Text Types:</u>							
<u>Targets:</u>							
Standard	Terminology	Content	Grammar	Punctuation	Spelling	Handwriting	
<b>Mastered</b>	19/24: <b>M(a)</b>	Understand and use the following terminology when talking about writing: 1) <b>singular</b> 2) <b>plural</b> 3) <b>punctuation</b> 4) <b>question mark</b> 5) <b>exclamation mark</b>	6) Write simple, coherent narratives (fiction or non-fiction)  7) Write about real events.	8) Start all sentences with a <b>capital letter</b>  Usually use a capital letter for: 9) <b>any person's name</b> Alex   Mrs Walsh  10) <b>the name of a place</b> London   Apple Tree School   Kings Road  11) <b>the days of the week</b>  12) <b>the personal pronoun I</b> I tried one and I liked it	13) End all sentences with a <b>full stop</b>  14) End some sentences with a <b>question mark</b>  15) End some sentences with an <b>exclamation mark</b>  16) With guidance, edit own writing [Pink for Think]	17) Using knowledge of <b>phonics</b> to <b>spell</b> most words correctly (using phonemes from National Curriculum, pp50-54)  18) Spell most <b>common exception words</b> (see National Curriculum, p54)  19) Spell some common exception words from the National Curriculum p.58  20) Spell all of the <b>days</b> of the week  21) Use the prefix <b>-un:</b> <b>unfair</b> <b>unlock</b>  22) Use most Y1 spellings rules (National Curriculum, pp50-54)  23) Confidently use all <b>letter names</b> to distinguish between alternative spellings of the same sound of / off   bus / buzz   are / our	24) Form all lower case letters correctly using a consistent size.
	14/24: <b>M(b)</b>						
	8/24: <b>M(c)</b>						

Standard		Terminology	Content	Grammar	Punctuation	Spelling	Handwriting
Secure	24/27: S(a)	Understand and use the following terminology when talking about writing: 1) <b>letter</b> 2) <b>capital letter</b> 3) <b>word</b> 4) <b>sentence</b> 5) <b>full stop</b>	6) Use <b>key features</b> of narrative in their own writing  Repetition of words and phrases / alliteration / common linguistic patterns such as simple fronted adverbials:  One sunny day...  Once upon a time...	7) Start most sentences with a <b>capital letter</b> Sometimes use a capital letter for: 8) <b>a person's name</b> Sam Emma  9) <b>the name of a place</b> Apple Tree School London  10) <b>the days of the week</b>  11) <b>the personal pronoun I</b>  12) With support (e.g. filling in missing words), use 'and' to join clauses Sam had chips and Alex had a burger  13) Sometimes use present and past tense verbs correctly (run/ ran; goes/ went)	14) End most sentences with a <b>full stop</b>  15) Recognise and verbally describe the function of <b>question marks</b>  16) Recognise and verbally describe the function of <b>exclamation marks</b>  17) With guidance, edit own writing [Pink for Think]	18) Using knowledge of <b>phonics</b> to <b>spell</b> many words correctly (using phonemes from National Curriculum, pp50-54), including in sentences dictated by the teacher  19) <b>Spell</b> many <b>common exception words</b> (see National Curriculum, p54) including in sentences dictated by the teacher  20) <b>Spell</b> most of the <b>days</b> of the week  21) Use most <b>letter names</b>  22) Use many Y1 spellings rules (National Curriculum, pp50-54)	23) Form all lower case letters correctly, becoming more evenly sized ( <b>esp. s, c and w</b> )  24) Form all <b>capital letters</b> correctly  25) Form <b>digits</b> 0-9 correctly  26) Leave <b>spaces</b> between words  27) Place many lower case letters correctly on the line (e.g. j, p, g)
	16/27: S(b)						
	9/27: S(c)						
Developing	9/11: D(a)	2) Use writing for a range of purposes, not necessarily using correct features  Simplified retelling of stories  Label pictures of people, animals, objects etc.	1) Rehearse sentences verbally before writing  2) Use writing for a range of purposes, not necessarily using correct features  Simplified retelling of stories  Label pictures of people, animals, objects etc.	3) Use a <b>capital letter</b> for <b>their own name</b> Lydia	4) Begin to use capital letters and full stops in sentences.	6) Use phonetic knowledge to write a <b>range of words</b>  7) Begin to spell Reception Phase 3 HFWs and some common <b>irregular words</b> .  5) Formulate sentences using phase 1, 2 and 3 of Reception high frequency words	8) <b>Write short sentences</b> which can be read by themselves and others.  9) Hold a pencil correctly  10) <b>Form most letters</b> correctly when writing familiar words  11) Usually leave <b>spaces between words</b>
	7/11: D(b)						
	5/11: D(c)						