

Netherbrook Primary School
Writing Assessment: Stage 1

Composition				Transcription			
Vocabulary, grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Spelling <i>(see Appendix 1 NC 2014)</i>		Spelling <i>(see Appendix 1 NC 2014)</i>	
1	Say, and hold in memory whilst writing, simple sentences which make sense	12	Orally compose every sentence before writing	22	Revise all letters of the alphabet and the sounds which they most commonly represent	34	Use the prefix <i>un-</i> for words without any change to the spelling of the root words
2	Write simple sentences that can be read by themselves and others	13	Re-read every sentence to check it makes sense	23	Use letter names to distinguish between alternative spellings of the same sound	35	Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words
		14	Orally plan and rehearse ideas	24	Revise consonant digraphs which have been taught and the sounds which they represent		
3	Separate words with finger spaces	15	Sequence ideas/events in order	25	Revise vowel digraphs which have been taught and the sounds that they represent	36	Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document
4	Punctuate simple sentences with capital letters and full stops	16	Use formulaic phrases to open and close texts	26	Revise words with adjacent consonants	37	Write from memory simple sentences dictated by the teacher that include words taught so far
5	Use capital letter for the personal pronoun 'I'	17	Use familiar plots for structuring the opening, middle and end of their stories	27	Spell words containing each of the phonemes already taught	Handwriting	
6	Use capital letters for names of people, places and days of the week					38	Hold a pencil with an effective grip
7	Identify and use question marks and exclamation marks	18	Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>	28	Be able to encode the sounds they hear in words		39
8	Use simple connectives to link ideas e.g. <i>and</i>					29	
9	Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>	19	Discuss their writing with adults and peers	30	Use their phonic knowledge when spelling unfamiliar words <i>i.e. produce phonically plausible spellings</i>		40
10	Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>	20	Read aloud their writing to adults and peers	31	Spell common exception words	41	Form digits 0-9 correctly
11	Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>	Spelling (see Appendix 1 NC 2014)		32	Spell the days of the week	42	Have clear ascenders (<i>'tall letters'</i>) and descenders (<i>'tails'</i>)
		21	Name the letters of the alphabet in order	33	Use the spelling rule for adding <i>s</i> or <i>-es</i> <i>i.e. when the word has a</i>	43	Understand which letters belong to which handwriting families <i>i.e. letters that are formed in similar ways</i>

Assessment Guidance

Assessment Stage	1.1	1.2	1.3	1.4	1.5	1.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations