

End of Stage 1	Assessment of Writing:				
	<ul style="list-style-type: none"> - Independent writing - Ensure a range of genres - Include date & book (if not in English e.g. LCC) of evidence next to each objective 	<div style="border: 1px solid black; padding: 5px;"> <p>Most: occasional errors</p> <p>Many: more right than wrong</p> <p>Some: on occasion but not consistent or frequent</p> </div>			
Working towards the expected standard for Stage 1					
The pupil can, but may still need adult support to:					
• write simple sentences					
• demarcate some (30%) sentences with capital letters and full stops					
• segment spoken words into phonemes and represent these by graphemes, spelling some (30%) Set 2 correctly					
• spell some (30%) common exception words for Year 1					
• form many (60%) lower case letters in the correct direction, starting and finishing in the right place					
• use clear spacing between words					
Working at the expected standard for Stage 1					
The pupil can, after discussion with the teacher:					
• write simple sentences, sequencing them to form short narratives (real or fictional)					
• write sentences by rereading what he/she has written to check it makes sense					
• demarcate many (60%) sentences with capital letters and full stops					
• begin to use some (30%) question marks					
• knows what a noun and adjective is. Some (30%) examples of adjective then noun in writing					
• use co-ordination (and) in many (60%) situations					
• segment spoken words into phonemes and representing these by graphemes, spelling most (90%) Se2 correctly and many (60%) Set 3 (e.g dictated an adult)					
• spell many (60%) common exception words for Year 1					
• form many (60%) examples of writing lower-case & capital letters of the correct size, orientation and relationship to one another and to lower-case letters					
• use clear spacing between words					
Working at greater depth within the expected standard for Stage 1					
GD children must demonstrate these skills over sustained pieces of work					
The pupil can, after discussion with the teacher:					
• sometimes write for different purposes					
• demarcate most (90%) sentences with capital letters and full stops					
• use some (30%) examples of exclamation marks and question marks.					
• spell most (90%) common exception words for Year 1					
• add prefixes and suffixes (s, es, ing, ed, er, est) to spell many (60%) words correctly in their writing when the root word doesn't change					