



Name: \_\_\_\_\_

Stage 1		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	I am beginning to write simple sentences. I sometimes repeat the type of sentence that I use.	I can write simple sentences. I can write simple compound sentences using 'and.' I can use different sentence openers.	I use a mixture of simple and compound sentences in my writing, independently. I can use different conjunctions. (E.g. and, but, so, because.) I can use different sentence openers independently.
	Punctuation	I use finger spaces most of the time. I use some full stops. I use some capital letters to start sentences and when writing 'I'.	I use finger spaces. I use capital letters and full stops correctly. I am starting to use question marks. I am starting to use exclamation marks. I always use a capital letter when writing 'I'. I am starting to use a capital letter for the days of the week and some people and places.	I use finger spaces independently. I use capital letters and full stops correctly and independently. I can use question marks. I can use exclamation marks. I always use a capital letter when writing 'I' independently. I can use a capital letter for the days of the week and some people and places.
	Organisation Text Structure	I am starting to put my sentences in an order. I am starting to retell parts of familiar stories and write my own simple story ideas. I am beginning to write a sequence of sentences in my story writing and information writing. I am starting to use some features of the type of writing. (E.g. lists, captions, simple instructions.) I am beginning to plan my sentences by saying them out loud before writing them. My teacher can read my writing without my help. I am starting to check my writing makes sense by talking about it with an adult or peer.	I can plan my sentences by saying them out loud before writing them. I can write a sequence of sentences in my story writing and information writing. I can use some features of the type of writing. (E.g. lists, captions, simple instructions.) I can check my writing makes sense by talking about it with my peers and my teacher.	I plan my sentences out loud before writing them down. I can write a sequence of sentences in my story writing and information writing, using some exciting words. I can independently use features of the type of writing. I can check my writing makes sense by talking about it with my peers and my teacher.
	Vocabulary	I am beginning to use story language to start writing a story. The words I use are suitable for my writing.	I use words which are suitable for the type of writing. I can use some adjectives in my writing. My writing is suitable for the purpose of the task.	I use words which are suitable for the type of writing on my own. I can use adjectives in my writing, on my own. I am beginning to use adverbs in my writing.
	Drafting and Editing	I can read my writing out loud to check it makes sense and make changes with support.	I can check that my writing makes sense by re-reading it and make simple changes where suggested.	I can check my writing makes sense and begin to make changes on my own.
	Transcription	Spelling	I can write words using my phonic knowledge. I can spell some tricky words. (In line with NC appendix 1)	I can spell most words using my phonic knowledge. I can spell most tricky words. I can use the prefix un-. I can use suffixes when adding – ing, -ed, -er and –est. I can make words plural by adding –s and –es. (In line with NC appendix 1)
Handwriting		I can write with spaces between words. I can write on lines and control my letter size. I am beginning to shape my letters clearly.	I am beginning to form lower-case letters in the correct direction, starting at and finishing in the right place. (May be inconsistencies in orientation and size) I can hold a pencil comfortably and correctly. I can form capital letters and digits 0-9. I understand which letters belong to the handwriting 'families' and practise these.	I can form lower-case letters in the correct direction with more consistency. I am beginning to join some of my letters.



**Mossley C.E.**  
Controlled Primary School

Stage 1 Assessment and Learning Grid

Name: