

Writing Assessment Stepping Stones: Reception (taken from Development Matters)

<i>Integris Criteria</i>	Children in Reception will be learning to:	Examples of how to support this:
Phonics & Writing	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Show children how to touch each finger as they say each sound. • For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. • Support children to form the complete sentence orally before writing. • Help children memorise the sentence before writing by repeatedly saying it aloud. • Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. • Dictate sentences to ensure they contain only the taught sound-letter correspondences. • Model how you read and re-read your own writing to check it makes sense
Handwriting	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. • When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Writing Assessment Stepping Stones: Pre-Year 1

<i>Integris Criteria</i>	B2	B3	B4
Phonics & Writing	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw, paint and write. • Gives meaning to marks they make as they write and draw. • Letter shapes used but no grapheme/phoneme correspondence. • Hears and says the initial sound in words. • Some initial letter shapes used to represent words. 	<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words. • Writes own name and other things such as labels and captions • An awareness of finger spaces. • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Uses their phonic knowledge to write words in ways which match their spoken sounds. • Writes some irregular common words from Phase 3/4 phonics. • Says out loud what they are going to write about. • Writes simple sentences and phrases which can be read by themselves and others. <ul style="list-style-type: none"> - Some words are spelt correctly and others are phonetically plausible. • Begins to use finger spaces within a sentence.
Handwriting	<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines • No longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Begins to form recognisable letters. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Writing Assessment Stepping Stones: Year 1

	1.1 (typically Autumn Term)	1.2 (typically Spring Term)	1.3 (typically Summer Term)
<p><i>Integris Criteria</i></p> <p>Composition:</p> <p>Planning, Drafting, Evaluating, Editing and Proof Reading</p>	<ul style="list-style-type: none"> • <u>Attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences.</u> • Creates simple poems. • Before writing, sentences are planned by saying out loud what the writing will be about; using oral composition to recognise where the sentence begins and ends. • Writing is discussed with the teacher and other pupils to check that what they have written makes sense and makes simple changes where suggested. 	<ul style="list-style-type: none"> • Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others, writing about real events, and writing poetry. • <u>Uses the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books.</u> • Writing is discussed with the teacher and other pupils to consider word choice and to make simple changes. 	<ul style="list-style-type: none"> • <u>Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.</u> • Uses the drafting process to: <ul style="list-style-type: none"> - write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books, - <u>write sentences which are sequenced to form short narratives.</u> • Writing is discussed with the teacher and other pupils to: <ul style="list-style-type: none"> - consider word choice, grammar and punctuation, - make simple changes where appropriate. • <u>Re-reads own writing to check that what is written makes sense.</u> • Writing sequences ideas appropriately, e.g. stories have a beginning, middle or end or instructions are in the correct order. • Writing has begun to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after. • <u>Writing includes some interesting descriptive language used, e.g. for appearance, feelings, characters and settings.</u>
<p>Composition:</p> <p>Applying Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Writing demonstrates some appropriate use of: <ul style="list-style-type: none"> - <u>spaces between words,</u> - adjectives for description, - ‘and’ to join words and clauses, - capital letters for some names of people, places and days of the week. • <u>There is some use of capital letters and/or full stops to demarcate sentence boundaries.</u> 	<ul style="list-style-type: none"> • Writing demonstrates some appropriate use of: <ul style="list-style-type: none"> - <u>spaces between words,</u> - adjectives for description, - ‘and’ to join words and clauses, - capital letters for some names of people, places and days of the week. • <u>There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks.</u> 	<ul style="list-style-type: none"> • Writing demonstrates some appropriate use of: <ul style="list-style-type: none"> - some expanded noun phrases for description, - words combined to make single clause sentences, - <u>some co-ordination using and/but to join clauses,</u> - ‘and’ to join words and clauses, - <u>capital letters for some proper nouns and for the personal pronoun ‘I’,</u> - <u>mostly grammatically accurate sentences, sequenced to form short narratives.</u> • <u>Uses capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks but not always consistently.</u>
<p>Transcription</p> <p>Spelling</p>	<ul style="list-style-type: none"> • Some common exception words from Y1 list are spelt accurately • <u>Some words containing previously taught phonemes are spelt accurately</u> 	<ul style="list-style-type: none"> • <u>Approx. ½ common exception words from Y1 list are spelt accurately</u> • <u>Approx. ½ of the child’s words containing previously taught phonemes are spelt accurately</u> • Days of the week are sometimes spelt accurately. 	<ul style="list-style-type: none"> • <u>Most common exception words from Y1 list are spelt accurately</u> • <u>Most words containing previously taught phonemes are spelt accurately</u>

	<ul style="list-style-type: none"> • Some accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 	<ul style="list-style-type: none"> • Mostly accurate use of the prefix -un 	<ul style="list-style-type: none"> • Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Days of the week are spelt accurately. • Mostly accurate use of suffixes when adding –ing, -ed, -er, and –est where no change is needed in the spelling of the root word.
Transcription Handwriting	<ul style="list-style-type: none"> • Orientate writing correctly (top to bottom, left to right) • <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</u> • Begin to form capital letters. • Begin to form digits 0-9. 	<ul style="list-style-type: none"> • <u>Sit correctly at a table, holding a pencil comfortably and correctly.</u> • <u>Some spaces are left between words.</u> 	<ul style="list-style-type: none"> • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these. • Form letters and numbers with correct orientation. • <u>Spacing between words is mostly appropriate.</u>
End of Yr Mastery	<p>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Ambitious vocabulary is phonologically correct and all aspects of handwriting are embedded</p>		

Writing Assessment Stepping Stones: Year 2

<i>Integris Criteria</i>	2.1 (typically Autumn Term)	2.2 (typically Spring Term)	2.3 KS1 <u>EXS</u> TAF Assessment Criteria (typically Summer Term)
Composition: Planning, Drafting, Evaluating, Editing and Proof Reading	<ul style="list-style-type: none"> • Use simple, appropriate text features in a variety of written pieces for different purposes: narratives about personal experiences and those of others (real and fictional), poetry and writing about real events. • Uses the drafting process to gather ideas and key words drawn from reading 	<ul style="list-style-type: none"> • Produce a variety of written pieces for different purposes, attempting to maintain form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. • Uses the drafting process to gather and write down ideas and key words drawn from reading. 	<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use full stops, capital letters and exclamation marks more consistently. • Begin to use commas in lists. • Use simple sentences and compound sentences joined by ‘and’. • Begin to use subordination to show time and reason e.g. when, because. • Begin to use the past and present tense. • Expand noun phrases to describe and specify (e.g. the blue butterfly) 	<ul style="list-style-type: none"> • Use full stops, capital letters, question marks, exclamation marks and commas in a list more consistently. • Begins to experiment with apostrophes for contraction/possession. • Use a range of conjunctions to make a compound sentence e.g. and, but, because, so. • Use conjunctions or & that. • Use past and present tense more consistently. <ul style="list-style-type: none"> • Use adjectives to describe. 	<ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Transcription Spelling	<ul style="list-style-type: none"> • Some common exception words from Y2 list are spelt accurately. • Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are beginning to be applied and demonstrated. 	<ul style="list-style-type: none"> • Approx. ½ common exception words from Y2 list are spelt accurately. • Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are often applied and demonstrated. • Is beginning to spell words with suffixes where changes are needed to the root word • Is beginning to spell longer words with suffixes -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words
Transcription Handwriting	<ul style="list-style-type: none"> • Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another. 	<ul style="list-style-type: none"> • Words are almost appropriately and consistently spaced in relation to the size of the letters. 	<ul style="list-style-type: none"> • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
End of Yr Mastery	<p><u>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded</u></p>		