

Name:		Class:		
Writing – Pre-KS1	Never/Rarely	Occasionally	Frequently	Always
Standard 1				
Composition The pupil can: <ul style="list-style-type: none"> Say an appropriate word to complete the sentence when the adult pauses (e.g. 'We're going to the ...zoo/park/shop/beach') Transcription The pupil can: <ul style="list-style-type: none"> Draw lines or shapes on a small or a large scale (e.g. on paper, in the air or in sand). 				
Standard 2				
Composition The pupil can: <ul style="list-style-type: none"> Say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). Transcription The pupil can: <ul style="list-style-type: none"> Form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading. Identify or write these 10+ graphemes on hearing corresponding phonemes. 				
Standard 3				
Composition The pupil can: <ul style="list-style-type: none"> Make up their own phrases or short sentences to express their thoughts aloud about stories or their own experiences. Write a caption or short phrase using the graphemes they already know. Transcription The pupil can: <ul style="list-style-type: none"> Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading. Identify or write these 20+ graphemes on hearing the corresponding phonemes. Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 				

Standard 4					
<p>Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • Make up their own sentences and say them aloud, after discussion with the teacher. • Write down one of the sentences that they have rehearsed. <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • Form most lower-case letters correctly. • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing corresponding phonemes. • Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • Spell a few common exception words (e.g. I, the, he, said, of). 					
Overall Judgement					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Expected Level for the end of reception (Early Learning Goal / Reception Expected)	Frequently
Write recognisable letters, most of which are correctly formed.	
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Write simple phrases and sentences that can be read by others.	
Assessment level: ELG	

If they come out of reception not having met the expected standard, they must meet the above criteria before they are assessed using the year one assessment grid.