End of KS1 Expectations Assessment Sheet - Writing

Child-friendly Version

Name:

Working Towards the Expected Standard		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1.	I can write sentences to create a short piece of writing about something that has happened to me or somebody I know.							
2.	I can write sentences to create a short piece of writing about an imaginary character.							
3.	I can use capital letters and full stops in some of my sentences.							
4.	I can split words up into sounds to help me to spell (and sometimes get those spellings correct).							
5.	I can spell some of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas							
6.	I can write all of my lower-case letters in the correct place and the right way round.							
7.	I can write sensibly sized lower-case letters.							
8.	I can use sensibly sized finger spaces.							
Working At the Expected Standard								
1.	I can write a short piece of clear and sequenced writing about something that has happened to me or somebody I know.							
2.	I can write a short piece of clear and sequenced writing about an imaginary character.							
3.	I can use full stops and capital letters in most of my sentences.							
4.	I can use question marks in most of my question sentences.							
5.	I can write in the present tense, e.g. I am on my way to the seaside. It is a beautiful day.							
6.	I can write in the past tense, e.g. Yesterday, Keisha went to the dentist. She got a sticker for being brave.							
7.	I can use the words 'or', 'and' and 'but' to link parts of my sentences, e.g. I really want a pet cat but my mum won't let me have one.							

8.	I can use the words 'when', 'if', 'that' and 'because' to link parts of my sentences, e.g. I am allowed to buy an ice-cream if I eat all of my dinner.							
9.	I can split words up into sounds to help me to spell (and mostly get those spellings correct).							
10.	I can spell many of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas							
11.	I can write capital letters and numbers that are the correct size and the correct way round.							
12.	I can use sensibly sized finger spaces.							
Working At Greater Depth Within the Expected Standard								
1.	I can write a piece of clear and sequenced writing about something that has happened to me (or someone I know) and write about imaginary characters.							
2.	I can read through my own writing to correct mistakes and make improvements.							
3.	I can use the full range of punctuation taught at key stage 1 mostly correctly including: • commas to separate items in a list (e.g. I went to the shop and bought some apples, a loaf of bread, a cake and some milk.) • capital letters, full stops, question marks and exclamation marks • apostrophes to mark contractions (e.g. won't) and singular possession (e.g. John's hat)							
4.	I can spell most of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas							
5.	I can add the suffixes -ment, -ness, -ful, -less or -ly to root words correctly most of the time, e.g. enjoyment, happiness, beautiful, senseless, busily.							
6.	I can add the diagonal and horizontal flicks to my letters that will start to join my handwriting.							