

STEBBING PRIMARY SCHOOL – RECEPTION WRITING ASSESSMENT

Pupil Name..... Year Group Assessment Year.....

Date:														
Will tolerate hand manipulation.														
Will work with another to allow mark marking using body parts or an implement.														
Will attempt to mark make independently														
Can recognise mark making materials.														
Can use and enjoys mark making materials.														
Can show some control in mark making.														
Can produce some recognisable letters.														
Can write initial letter of own name.														
Will attempt to 'write' things, including own name using random letters														
Can differentiate between different letters and symbols.														
Show some awareness of sequencing letters.														
Will write ow name with wrong letter formations or mixed lower / upper case.														
Can copy over/under a model.														
Can imitate adults' writing and understands the purpose of writing.														
Is aware of different purposes of writing.														
Can ascribe meaning to own mar making. ('Reads' what has been 'written').														
Knows print has meaning and that, in English, is read from left to right and top to bottom.														
Can hold and use a pencil effectively.														
Can writing single letters or groups of letters which represent meaning.														
Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling.														
Can say what they want to write, speaking in clearly defined statements or sentences.														
Can spell some common, single syllable words correctly in writing, including many of the words in the Year R High Frequency list and the Early Years Outcomes.														
Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.														
AUTUMN	SPRING					SUMMER								

Listed in approximate hierarchy. For assessment, however, please use a 'best fit' approach.

Banding guidance			
	Working Towards the Expected Standard (WTS)	Working at the Expected Standard (EXS)	Working at Greater Depth (GDS)
Assessment (Out of 34)	5-11	12-17	18-23
<ul style="list-style-type: none"> Once a statement has been ticked twice, this statement can be highlighted in the appropriate colour to show that this has been evidenced twice. If a child is performing below 'Working Towards', it is suggested that they are assessed on the previous banding writing assessment to provide more accurate assessment. It is suggested that teachers use the writing appendix to help inform them when arriving at a banding. Use the following table to monitor the statements achieved throughout the year. <p>Please use the following codes when recording bandings:</p> <ul style="list-style-type: none"> WTS – for children who are working at the expected standard. EXS – for children who are working at the expected standard. GDS – for children who are working at greater depth. 			

	AUTUMN	SPRING	SUMMER
Statements Highlighted			
Banding			