

STEBBING PRIMARY SCHOOL – BAND 1 WRITING ASSESSMENT

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

Text Type:															
Date:															
Can write own first name with appropriate upper and lower case letters (may not be accurate).															
Can form most letters clearly, although size and shape may be irregular.															
Writes simple regular words, some spelt correctly.															
Always leaves spaces between words.															
Begins to make phonic attempts at words.															
Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.															
Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).															
Can show some control over letter size, shape and orientation in writing.															
Can say what writing says and means.															
Can produce own ideas for writing.															
Can show some control over word order producing logical statements.															
Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).															
Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).															
Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).															
Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).															
Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.															
Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements.															
Can use logical phonic strategies when trying to spell unknown words in more than three statements.															
Can usually use the following to punctuate sentences.	Capital Letters														
	Full Stops														
	Question Marks														
	Exclamation Marks														
Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell)															
AUTUMN	SPRING					SUMMER									

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

BAND 1 WRITING APPENDIX

- Use repetition for effect
- Use senses
- Add adjectives of size and colour
- Use basic verbs
- Write in first and third person
- Use exclamation marks to grab the reader's attention
- Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Banding guidance

	Working Towards the Expected Standard (WTS)	Working at the Expected Standard (EXS)	Working at Greater Depth (GDS)
Assessment (Out of 23)	5-11	12-18	19-23

- 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 a 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.

Please use the following codes when recording bandings:

- **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.

	End of previous year assessment	AUTUMN	SPRING	SUMMER
Statements Highlighted				
Banding				