

Writing Assessment Grids

Select one recent Write About every half term and complete the relevant Writing Assessment Grid below. Highlight the child's achievements (selecting the correct option from the lozenges) and attach to the child's writing.

For Yellow, Blue and Grey Levels:

Note that not all statements will be relevant to this particular writing.

Red Writing Assessment

Name	Year	Date
After discussion with the teacher, this composition was written with little / some / significant support from the teacher.		
Spelling Uses Set 1 Sounds to write VC / CVC / CCVC / CVCC words.		
Handwriting Forms some / most / all lowercase letters correctly – starting and finishing in the right place. Mostly / always uses spacing between words.		

Green and Purple Writing Assessment

Name	Year	Date
After discussion with the teacher, this composition was written with little / some / significant support from the teacher.		
Spelling Uses Set 1 Sounds to write VC / CVC / CCVC / CCVC words. Uses Set 2 Sounds to write a few / some / many words, e.g. <i>day, moon, light</i> .		
Handwriting Forms some / most / all lowercase letters correctly – starting and finishing in the right place. Mostly / always uses spacing between words. Mostly / always forms lowercase letters of the correct size relative to one another.		
Punctuation Demarcates one / a few / some sentence(s) with capital letters and full stops.		

Pink and Orange Writing Assessment

Name	Year	Date
After discussion with the teacher, this composition was written with little / some / significant support from the teacher.		
Spelling Uses Set 1 Sounds to write VC / CVC / CCVC / CCVC words. Uses Set 2 Sounds to write a few / some / many words, e.g. <i>day, moon, light, horse, fair</i> .		
Handwriting Forms some / most / all lowercase letters correctly – starting and finishing in the right place. Uses spacing between words. Mostly / always uses spacing that is one 'letter-size' between words. Mostly / always forms lowercase letters of the correct size relative to one another.		
Punctuation Demarcates one / a few / some sentence(s) with capital letters and full stops.		

Yellow, Blue and Grey Writing Assessment

Name	Year	Date
After discussion with the teacher, this composition was written with little / some / significant support from the teacher.		
Spelling Uses Set 2 Sounds to write a few / some / many words, e.g. <i>day, moon, light, horse, fair</i> . Uses Set 3 Sounds to write a few / some / many words, e.g. <i>make, like, snail, girl</i> . Uses suffixes and prefixes correctly: -s or -es / -ing / -ed / -er / -est / -ment / -ness / -ful / -less / -ly / un- Spells common exception 'Red' words correctly: said / the / you / was / to / they / he / she / me / we / no / so / go / do / does / some / come / one / who / where / there / here / were / brother / other / mother / father / love / two / one / buy / walk / talk / could / should / would / my / by Spells a few / some / many words with contracted forms correctly, e.g. <i>can't, don't</i> .		
Handwriting Forms some / most / all lowercase letters correctly – starting and finishing in the right place. Sometimes / mostly / always uses spacing that is one 'letter-size' between words. Mostly / always forms lowercase letters of the correct size relative to one another. Uses some / many diagonal and horizontal strokes. Mostly / always writes capital letters the correct size relative to lowercase letters.		
Punctuation Demarcates some / most sentences with capital letters and full stops. Uses some sentences with different forms in their writing: statements / questions / exclamations / commands Uses some / many expanded noun phrases to describe and specify. Uses present and past tense sometimes / often / mostly correctly and consistently. Uses some co-ordination: or / and / but and some subordination: when / if / that / because		