Electra Writing Assessment Children working at Electra standard will most commonly be writing using emergent marks. Some know that marks can be symbols and tell a reader something. They may tell you what their marks mean and apply meaning to them. They are starting to know the letter that their name begins with, with some being able to spell their name. Some may notice initial sounds in words and like the way words sound. They may also be picking up a pencil or writing implement and controlling where it goes on the paper. Some letters may be legible. They may sound out words by segmenting to encode a word.					
<u>Composition</u> Draws simple pictures using circles and lines and can explain to adult what it is.					
Speaks using full sentences.					
Makes marks with meaning e.g. a zig-zag painted on an easel "This is lightning!"					
Write some legible letters e.g. words that have meaning to the child such as 'm' for mummy or family members.					
Emergent writing in continuous provision e.g. a shopping list in the role-play area that has pictures marks/letters e.g. a for apple.					
<u>Spellings</u> Build their name using magnetic letters.					
Write their name using legible letters.					
Sound out words <u>orally</u> to spell e.g. holding a picture of the sun says s - u - n.					
Letter formation/Fine motor Uses a range of different tools/mark making items to manipulate and control e.g. pencil, chalk, cutlery, fastening buttons, moving objects with tweezers, paintbrushes					
Control a pencil/other mark- making material to draw circles and lines.					
Colour within the lines.					

Vega Writing Assessment Children in Vega can write one to three simple sentences or captions about a topic. The sentences tell the reader something, which may be descriptive (using an adjective) or may simply tell the reader an event. There is evidence that they are starting to use sentence punctuation. Writing can sound a little more like speech, yet it will convey some meaning to the reader. Some writers will begin show more stamina and this may be shown in repetitive sentences. Greater Depth statements in bold.						
Composition						
Shows confidence when sequencing familiar stories verbally.						
Often speaks in full sentences and often holds in memory a more detailed sentence using an adjective e.g. 'On Saturday, I went on the silver/high/big slide at the park'.						
Often writes simple captions, labels and lists using phonics knowledge to date (phase 2 midpoint, phase 3 endpoint).						
Often writes several sentences relating to themselves /news using phonics knowledge that can be read by others.						
Often writes a simple sentence using adjectives gleaned through FHE.						
Often uses finger spaces.						
Sentence Structure (Grammar and Punctuation) Sometimes demarcates a single sentence with a full stop and capital letter from memory (using a visual aid for capital letters).						
Often uses a capital letter for own name and surname or for other proper nouns (January, Jupiter).						
<u>Spellings</u> <u>Often</u> spells their name and <u>surname</u> using capital letters to start.						
Often writes the latters of the alphabet from both Phase 2 and 3 when dictated to by an adult. In addition, can write the graphemes for some Phase 3 digraphs.						
Often spells tricky words from Phase 2 and 3.						
Often sounds out and spell cvc words using Phase 2 (midpoint) and Phase 3 (endpoint) including some digraphs.						
Letter formation/Fine motor Most/many of the letters of the alphabet are formed correctly in print. Where this is not the case, the letters are legible to both the child and other readers.						
Can mostly write on the line.						
Holds a pencil effectively (using the tripod grip in almost all cases) demonstrating a good level of control e.g. tracing over Uses a range of tools inc. scissors, cutlery, paintbrushes effectively.			\perp			
10363 a range of wors inc. scissors, carrery, paracurusnes effectively.						

Polaris Writing Assessment Children in Polaris write several sentences on a theme. Within these sentences, experiment with description (a few well chosen adjectives). There is some evidence of sentence punctuation in sentences which may or may not sound like they are a stream of speech. However, they show that the writer wants to convey an important point or message or event. At times, writing can be repetitive, but there are attempts to use at least one other way of starting sentences (possibly using a different adverbial). Greater Depth statements in bold.					
Composition Regularly composes a series of sentences relevant to the genre being taught. Regularly composes each sentence orally before writing it down, often using ambitious vocabulary gleaned from a FIRST-HAND EXPERIENCE.					
Regularly writes many words containing the 40+graphemes in writing including in phonics, writing, spelling tests and dictation.					
Regularly uses new words in writing to describe (adjectives). For example 'It was a dismal/rainy day'. Adjective and adjective sentences e.g. The frog was pale and yellow.					
Regularly demonstrates increased writing stamina, by writing longer pieces with several connecting sentences.					
Regularly uses spaces in writing.					
Often uses different sentence starters e.g. Choose words for effect e.g. Crash! Bang! Wallop! Questions, Questions as a starter e.g. Do you like Robins? Do you like Magpies?					
Joins words and phrases using 'and' in sentences.					
Sentence Structure (Grammar and Punctuation) Can write all the capitals letters of the alphabet and often uses them to start sentences , often for proper nouns (names, places , months) and for the personal pronoun 'I'					
Often uses a range of punctuation/punctuates most sentences with full stops, questions marks and exclamation marks.					
Spellings Regularly segments words to spell using GPCs to date.					
Regularly spells Tricky words and Year 1 common exception words					
Regularly spells the days of the week.					
Regularly phase 5 less Common part 1 spellings.					
Regularly spells words with suffixes ing, er, ed, est and plural s ,es					
Letter formation/Handwriting Forms most letters correctly from the line, using pre-cursive style.					
Writes words with letters close together e.g. vast not v a s t					
Forms number 0– 9 with correct orientation (from the top).					

Betelgeuse Writing Assessment					
Children in Betelgeuse can write a series of simple sentences on a theme. Within these sentences, there is evidence of some description (several interesting adjectives) and they appeal somewhat to the reader. There is good evidence of					
sentence punctuation and there is some indication that the text is written for a reader. At times, it may be repetitive					
(repetitive adverbials) but the start of their writing shows an eagerness to use different ways of starting sentences (using					
a few adverbials). Greater Depth statements in bold.					
greater Depth statements in bola.					
Composition					
Writes simple, coherent narratives about personal experiences with some confidence and those of others					
(real or fictional) using a wide range of genres.					
Mostly uses ambitious vocabulary (gleaned from FHE) including					
interesting adjectives to describe nouns.					
Mostly use expanded noun phrases in writing.					
Mostly uses present and past tense mostly correctly and consistently					
Mostly uses co-ordination (e.g. or / and / but) to join clauses.					
Sometimes uses subordination e.g. when / if / that / because to join clauses					
Know that writing needs some editing and reads back writing to check that it makes sense and makes simple corrections.					
Uses a range of sentence starters:			<u> </u>		
Exclamation starters e.g. 'How wonderful! The train was on time!'; 'What a beautiful day! Crash! Bang! Wallop!					
Element of surprise e.g. Just then; Without warning; In a flash, In a second. Sentence starter: Questions, questions.					
Adverb starters e.a. Suddenlu: Soon: Meanwhile: Firstlu					
Simile starter e.g. As quick as a whippet; Like a juggernaut; As as; like a					
Simile starter e.g. As quick as a whippet; Like a juggernaut; As as; like a Sound effect starter e.g. Whoosh! The water extinguished the fire and _ Sentence Starter: Choose words for effect e.g. Crash! Bang! Wallop!					
Demonstrates increased writing stamina, by writing for longer time periods - a minimum of a full page					
up to two sides. Writing after the margin and to the end of the line.					
Sentence Structure (Grammar and Punctuation)					
Mostly uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.					
Can use commas in a list without prompts.					
Can use apostrophes for omission and possession without prompts.					
Spellings Spellings					
Spell many words correctly and often make phonetically-plausible attempts at others.					
Spells words with Suffixes with some success : —ing, ed, ness, ful, less, ly, ment, er,est, y, es (words ending y) and for words ending in 'e' e.g. hike.					
Mostly spells Year 2 Common Exception. Words. (See spelling appendix).					
Mostly spells common contractions (See spelling appendix).					
Mostly spells homophones (see spelling appendix)					
Mostly possessive apostrophe spellings e.g. Phil's					
Letter formation/Handwriting					
Mostly forms capital letters and lower-case letters of the correct size, orientation and relationship to one another. Mostly forms number digits from the top and uses correct orientation.					
Most writing is in cursive style with most words joined.					