

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.

Composition

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.

Spellings

Build their name using magnetic letters.

Write their name using legible letters.

Sound out words orally 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).

Spellings

Often spells their name and surname using capital letters to start.

Often writes the letters 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.

[illegible]

<u>Greater Depth statements in bold.</u>								
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[illegible][illegible][illegible][illegible][illegible]

Other uses: Different sentence starters e.g. Choose words for effect e.g. Gosh! Bang! Whizz!

Questions, Questions as a starter e.g. Do you like Robins? Do you like Magpies?

[illegible][illegible][illegible]

Often uses a range of punctuation/punctuates most sentences with full stops, questions marks and

[illegible][illegible][illegible]

Row 1: recalls the loss of the red

Regularly phase 5 less common, part 1 spellings

[illegible][illegible][illegible]

Writes words with letters close together e.g. vest, net, e.g. t

[illegible][illegible]

[illegible]