



Willow Wood Primary School Assessment – Writing Reception

Pupil Name: _____

Write recognisable letters:	Spell words by identifying sounds and representing them with letters:	Write simple phrases and sentences that can be read by others:
<u>In some writing, with increasing independence:</u> Begin to form recognisable letters, mostly correctly formed Leave spaces between words Read writing aloud Use a dominant hand and develop control when writing Begin to write on the line and orientate letters correctly Develop the appropriate pencil grip (tripod grip)	<u>In some writing, with increasing independence:</u> Use taught GPCs to spell simple words Segment spoken words into sounds and represent them with GPCs Attempt to write words using phonically plausible spellings Spell some tricky words from Little Wandle (e.g. I, go, the, to) Attempt to write longer words using phonics knowledge Use known vocabulary from stories and experiences when writing Begin to include simple descriptive words through modelling	<u>In some writing, with increasing independence:</u> Repeat dictated sentences out loud before writing them (supported by Colourful Semantics) Begin to structure simple sentences (Who + doing + what) Write simple sentences using known GPCs Use simple joining language such as and Use capital letters for names and "I" Begin to use full stops at the end of sentences Begin to understand question marks and exclamation marks (through modelling) Use simple story language (e.g. Once upon a time, Then, The end) Sequence ideas in a simple order (with support) Write for a range of purposes: • labels • captions • lists • simple sentences • simple stories Begin to create short narratives or recount events Use drawings and labels to support meaning Share writing with adults and peers Make simple changes to writing with adult support