



Pre-Key Stage 2 Writing Assessment Grid

Date and genre of work:								
C= Composition T=Transcription								
PK STANDARD 1								
The pupil can:								
C: say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').								
T: draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).								
PK STANDARD 2								
The pupil can:								
C: say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot').								
T: form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading								
T: identify or write these 10+ graphemes on hearing corresponding phonemes.								
PK STANDARD 3								
The pupil can:								
C: make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences								
C: write a caption or short phrase using the graphemes that they already know.								
T: form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading								
T: identify or write these 20+ graphemes on hearing the corresponding phonemes								
T: spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).								
PK STANDARD 4								
The pupil can:								
C: make up their own sentences and say them aloud, after discussion with the teacher								
C: write down one of the sentences that they have rehearsed.								
T: form most lower-case letters correctly								
T: identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes								
T: spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)								
T: spell a few common exception words (e.g. I, the, he, said, of)								

PK STANDARD 5

The pupil can:							
C: write sentences that are sequenced to form a short narrative (real or fictional)							
C: demarcate some sentences with capital letters and full stops.							
T: segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
T: spell some common exception words							
T: form lower-case letters in the correct direction, starting and finishing in the right place							
T: form lower-case letters of the correct size relative to one another in some of their writing							
T: use spacing between words							

PK STANDARD 6

The pupil can:							
C: write simple, coherent narratives about personal experiences and those of others (real or fictional)							
C: write about real events, recording these simply and clearly							
C: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required							
C: use present and past tense mostly correctly and consistently							
C: use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.							
T: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others							
T: spell many common exception words							
T: form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
T: use spacing between words that reflects the size of the letters							