



Writing Assessment Sheet **BAND 1** (Target Tracker)

Pupil's Name _____



Spellings /Handwriting 1	Dates evident			Composition 1	Date evident	VG&P 1	Dates evident		
spell words containing each of the 40+ phonemes already taught				write sentences by saying out loud what he/she is going to write about		use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun			
spell common exception words				write sentences by composing a sentence orally before writing it		use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper			
spell the days of the week				write sentences by sequencing sentences to form short narratives		understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat			
name the letters of the alphabet in order				write sentences by re-reading what he/she has written to check that it makes sense		understand how words can combine to make sentences			
name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound				discuss what he/she has written with the teacher or other pupils		use joining words and join clauses using and			



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add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs				read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	sequence sentences to form short narratives			
add prefixes and suffixes using the prefix un-					separate words with spaces			
add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest					use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing			
apply simple spelling rules and guidance, as listed in English Appendix 1					use a capital letter for names of people, places, the days of the week, and the personal pronoun I			
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far					understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark			
sit correctly at a table, holding a pencil comfortably and correctly								



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begin to form lower-case letters in the correct direction, starting and finishing in the right place				
form capital letters				
form digits 0-9				
understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these				