

Writing Skills Analysis Checklist: for Pupils with Literacy Difficulties

Use this assessment to pinpoint strengths and difficulties in writing, in order to plan provision for learners and to monitor progress against targets set

Early Years Outcomes
Year 1 Expectations
Year 2 Expectations
Year 3 Expectations

Pupil:	Date Started:	Evident in Writing Baseline Date:			Evident in Writing Review Date:			Evident in Writing Review Date:			Evident in Writing Review Date:		
Year:	Analysed by:												
Organisation and Effect		No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
Writing communicates meaning , which the pupil can relate to others													
Writing communicates experiences, events or ideas													
Uses familiar texts for structuring the opening, middle and end of stories													
Re-reads sentence to check it makes sense													
Beginning to use language appropriate to the text type e.g. for instructions													
Writes using specific text-type features e.g. for instructions, narratives, recounts, poems or information texts													
Can edit and improve writing in discussion with adults or peers													
Settings and characters are described													
Can discuss and plan writing using a wide range of formats e.g. adding ideas and vocabulary to a text/storymap, flowchart or boxing up													
Uses a range of text types accurately and consistently													
Can create and write dialogue to develop a character													
Identifies audience and purpose for writing and uses this to inform structure, vocabulary and grammar													
Discusses and identifies improvements to writing with adults and/or partners													
Sentence Composition and Text Structure		No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
Can retell events in sequence e.g. using photos or pictures													
Can compose a short sentence orally													
Can orally compose a caption or simple sentence and represent it in writing													

Orally rehearses and then writes a series of simple sentences													
Joins 2 simple sentences using any connective e.g. and													
Writes compound sentences using co-ordinating conjunctions – e.g. ‘and’, ‘but’, ‘so’ and ‘or’													
Beginning to write complex sentences using subordination of time e.g. <i>When we had finished our writing, we all went out to play.</i>													
Beginning to write complex sentences using subordinating conjunctions ‘because’, ‘if’, ‘then’, ‘for’, ‘after’, ‘while’ and ‘unless’													
Can produce a paragraph or more of logically sequenced sentences													
Orally rehearses and writes complex sentences with a wider range of conjunctions e.g. ‘before’, ‘unless’, ‘as well’ and ‘until’													
Groups content into paragraphs													
Varies sentence openings e.g. starting with a subordinate clause													
Identifies main and subordinate clause within sentences													
Sentences within and across paragraphs are linked by a range of cohesive devices e.g. adverbials, conjunctions etc.													
Vocabulary and Grammar	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	
Can use some appropriate vocabulary when composing sentences													
Separate words with finger spaces with some reminders													
Can use appropriate vocabulary in more than 3 statements													
Always leaves spaces between words													
Precise nouns e.g. <i>Labrador</i> instead of dog, people’s names and technical or specific vocabulary													
Effective verb choice – powerful and appropriate verbs													
Noun-verb agreement is accurate													
Uses adjectives and descriptive phrases to add detail													
Begins to use adverbs to tell the reader <i>when, where</i> and <i>how</i> things happen													
Uses past-tense accurately													
Uses present-tense accurately													
Uses interesting and ambitious words sometimes													
Expanded noun phrases are used effectively and appropriately, e.g. <i>the flickering dancing flames.</i>													
Pronouns used accurately to avoid repetition and improve fluency													
Uses prepositions effectively for where e.g. <i>above, below, beneath</i>													
Uses the determiner ‘a’ or ‘an’ accurately													
Uses a range of technical and descriptive vocabulary appropriate to the text-type													
Selects appropriate synonyms e.g. for ‘said’ and ‘went’													

Punctuation	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
Aware of full stops but does not use them securely												
Punctuates most simple sentences with capital letters and full stops												
Use capital letters for names of people, places and days of the week												
Can identify and is beginning to use question marks and exclamation marks												
Punctuates most sentences correctly with capital letters, full stops, question marks and exclamation marks												
Uses commas to separate items in a list												
Uses apostrophes for contracted forms e.g. don't, can't, wouldn't and you're												
Use inverted commas to punctuate direct speech, commas separating speech and speaker, new speaker – new line												
Words, phrases or clauses demarcated by commas e.g. <i>All of a sudden, the car spun out of control. The dog, which had spent the night barking, fell into a deep sleep.</i>												
Correctly use the possessive apostrophe e.g. <i>The rabbit's bowl.</i>												
Handwriting	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
Produces some recognisable letters												
Holds a pencil with an effective grip												
Form most letters clearly , starting and finishing in the right place												
Form lower-case letters clearly starting and finishing in the right place, going the right way round and correctly orientated												
Letters sit on the line												
Letters have clear ascenders and descenders												
Forms upper-case letters correctly												
Uses upper-case letters appropriately – not using capitals within words												
Starts using some of the diagonal and horizontal strokes needed to join letters												
Form and use the four basic handwriting joins consistently												
Write neatly, legibly and accurately maintaining a cursive style												
Phonics and Spelling	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes	No	Partly	Yes
Can write own name and other words from memory												
Unaided writing may show the ability to orally segment words												
Uses phonic knowledge to attempt CVC words												
Can write the correct letter in response to hearing each sound of the alphabet												
Spells consonant-vowel-consonant words correctly												
Segments spoken words into phonemes and represents these by taught graphemes												
Applies known vowel digraphs within spelling e.g. <i>night, show, fear, deep</i>												
Reads back words he/she has spelt												
Produces phonically plausible spellings												

Spell most words from the first hundred-word high frequency and common exception word list (and words on the Y1 list in the NC Appendix)												
Spell the days of the week accurately												
Add 's' and 'es' as the plural marker for nouns e.g. dog-dogs, wish-wishes and for the third person singular e.g. sleep-sleeps												
Add suffixes -ing and -ed to verbs where no spelling change is needed to the root word e.g. helping, helped, helper												
Add suffixes -er and -est to adjectives where no spelling change is needed to the root word e.g. bright, brighter, brightest												
Add suffixes -ing, -ed, -er, -est and -y using suffixing rules e.g. double it, drop the 'e', keep the 'e' and change the final 'y' to an 'i' before adding a suffix												
Spell some common homophones accurately e.g. hear/here, pair/pear, their/there												
Spells most of second two hundred common words and words for 1& 2 in NC Appendix												
Uses phonic knowledge and other knowledge of spelling e.g. morphology to attempt unknown words with increasing accuracy												
Identifies and spells some irregular past tense verbs e.g. <i>bring and brought</i>												
Identifies and spells some irregular plurals correctly e.g. <i>mouse and mice</i>												
Pupil spells Y3 words correctly (See NC Appendix)												