

# **Assessed P Levels**

## **'Food' (List)**

### **Content:**

- Conveys meaning in the form of a list
- Shows understanding that lists are arranged in vertical columns
- Uses linked illustrations to enhance meaning
- Begin to arrange words that are alike together (E.g. fruit, puddings)

### **Sentence Structure:**

- Use a short title at the top

### **Vocabulary:**

- Wide range of words used in context
- Extend ideas, using picture reference books

### **Grammar/punctuation:**

- Understands that objects have specific names

### **Spelling:**


- Use of initial sounds in several words
- Shows knowledge of some dominant phonemes
- Extend use of dominant phonemes for spellings



### **Handwriting:**


- Knowledge of a wide range of letter shapes
- Orientate letters correctly


<b>Key:</b>
<input checked="" type="checkbox"/> = Achieved
<input type="checkbox"/> = Area for Development





ice cream 


jam tart   t t e


grapes  e s e


strawberries  s b l

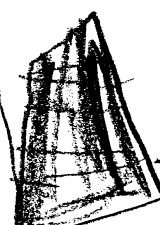
currant bun  c b d


 t d o o k


 e t e


beef burger  b e d


beans  b e a k

 s r e  
sausages

 b t h  
doughnut

 t b m h  
gingerbread man

 b u s

 s p a r e

## **'Beach' (Information)**

### **Content:**

- Conveys information, using some complete words
- Written from left to right
- Understands the importance of spacing between words
- Make more accurate use of finger spacing

### **Sentence Structure:**

- Understands how to write a short accurate statement

### **Vocabulary:**

- Simple choice of words

### **Grammar/punctuation:**

- Correct use of verb tense
- Use a capital letter and full stop to demark the sentence

### **Spelling:**

- Demonstrates knowledge of 'we' as a spelling
- Growing understanding of letter names
- Plausible phonetic attempts to spell other words
- Use of more high frequency words
- Further develop knowledge of phonics

### **Handwriting:**

- Ability to form letters clearly
- Consistently-sized letter formation

<b>Key:</b>
<input checked="" type="checkbox"/> = Achieved
<input type="checkbox"/> = Area for Development



we are going to the beach  
we are going to the beach

Lovely work. Next time  
remember your finger  
spaces.

## **'My Friends' (Information)**

### **Content:**

- Clearly written from left to right
- Understands that writing is made up of letters
- Has used familiar letters (from her name, beginning & end of alphabet, 'm' for mummy)

Build up knowledge of letter sounds

Use these sounds in writing to communicate meaning

### **Sentence Structure:**

- Aware of beginning and end in the 'sentence'(i.e. The beginning of the alphabet 'Aa' and 'yzx' to end)
- Distinguish between individual letters and whole words

### **Vocabulary:**

- Writing has clear intention and meaning
- Discuss words to use before starting to write

### **Grammar/punctuation:**

- Can convey a sentence verbally
- Use a full stop at the end of a sentence

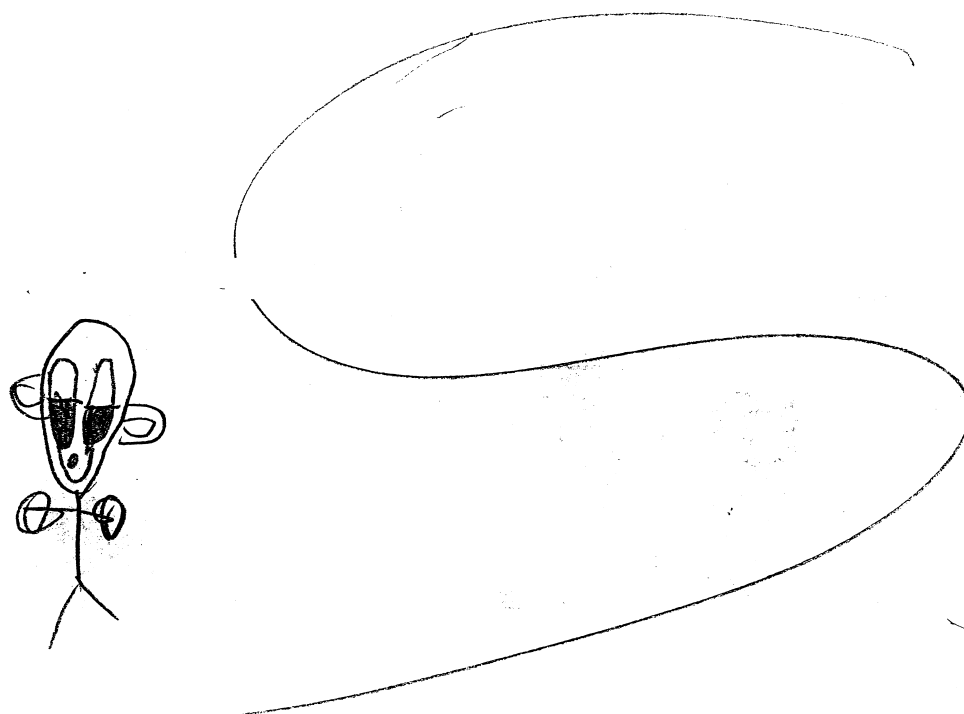
### **Spelling:**

- Used her own name within the sentence but not as one word
- Hear and write initial sounds

### **Handwriting:**

- Distinguish between upper and lower case letters
- Use a capital letter at the beginning of a sentence

<b>Key:</b>
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M L K S A a / n / o u k y z x

My friends are  
coming to tea.

## **'Swimming Pools' (Recount)**

### **Content:**

- Aware that writing conveys meaning
- Starting to model writing using 'words' and spaces
- Beginning to show evidence of writing from left to right
- Show an awareness of letter symbols

### **Sentence Structure:**

- Demonstrates a knowledge that writing is made up of 'words'

### **Vocabulary:**

- Able to articulate words for an adult to transcribe
- Discuss words to use before starting to write

### **Grammar/punctuation:**

- Can convey a sentence verbally

### **Spelling:**

- Hear initial sounds

### **Handwriting:**

- Form letter symbols correctly

<b>Key:</b>
<input checked="" type="checkbox"/> = Achieved
<input type="checkbox"/> = Area for Development



10/10/2017 10:00 AM

I have played in

two swimming pools.

10/10/2017 10:00 AM