CfE First Level 4-6 Approximately **100 words**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | What examples?  How many examples? | | | | | | | | | | Met? |
| 1. | Sentence must have at least **two ambitious** words in them. (Not technical, taught word) |  | | | | | | | | | |  |
| 2. | **All** simple sentences must have a capital letter |  | | | | | | | | | |  |
| 3. | **All** simple sentences must have a full stop |  | | | | | | | | | |  |
| 4. | Sentences should open with a mix or I/The/Pronoun | I | | | The | | | Pronoun | | | |  |
| 5. | Sentences open with name/capital letter. Bella ran away. |  | | | | | | | | | |  |
| 6. | Sentences can be opened to indicate time moving. Adverbs of time. **(Min 2)**  Soon, At Last, Then, Next, First, So, After, Later | Soon\_\_ At last\_\_ Then\_\_ Next\_\_  First\_\_ So \_\_ After\_\_ Later\_\_  Other time opener \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |  |
| 7. | Can make a compound sentence using and, but, so, or **(Min 2)** | and | | but | | | so | | | or | |  |
| 8. | Can make a compound sentence using because, before, after, when **(Min 2)** | because | | before | | | after | | | when | |  |
| 9. | **All** Proper nouns have a capital letter- if no proper nouns in text, just tick this as completed. | M | I | | | N | | | T | | S |  |
| 10. | **All** compound sentences must start with a capital and end with full stop |  | | | | | | | | | |  |
| 11. | Adjectives have been used to describe nouns – colour, size, shape, texture, number, feelings  Eg. excited boy, yellow jacket, long boat **(Min 4)** | Colour \_\_ Size \_\_ Shape \_\_  Texture \_\_ Number \_\_ Feelings\_\_ | | | | | | | | | |  |
| 12. | Verbs should be uplevelled for looked, went, got and walked. |  | | | | | | | | | |  |
| 13. | Commas should be used to list items.  Eg. Later that day I picked yellow, pink and red flowers. **(Min 1)** |  | | | | | | | | | |  |
| 14. | Adverbs of manner (ly) (how the action is done) should be used at the start, middle and end of a sentence. **(Min 2)**  **Slowly**, Jack reached for the golden egg.  Jack reached **slowly** for the egg.  Jack reached for the golden egg **slowly**. | Adverb at start \_\_\_\_\_  Adverb in middle \_\_\_\_  Adverb at end \_\_\_\_\_\_ | | | | | | | | | |  |
| 15. | Can accurately use direct speech (without said.) Direct speech should be used sparingly, as it stops the flow of writing. |  | | | | | | | | | |  |
| 16. | Can produce **own** ideas for writing. |  | | | | | | | | | |  |
|  |  | **Total** | | | | | | | | | | 16 |

Assessment

5-8= F4

9-12 = F5

13-16= F6

CORE

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|  | Explanation | Must be in the  majority of text | Met? |
| 1. | Can control ascenders |  |  |
| 2. | Can control descenders |  |  |
| 3. | Can write lower case letters |  |  |
| 4. | Can write upper case letters |  |  |
| 5. | Can use finger spaces |  |  |
| 6. | Can spell most common words |  |  |
| 7. | Can use phonic strategies to spell unknown words |  |  |