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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 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, feelingsEg. 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 |  |  |