

| Working towards the Expected Standard - Writing   |  |  |  |  |  |  |     |
|---|--|--|--|--|--|--|-----|
| The pupil can, after discussion with the teacher:   |  |  |  |  |  |  | Met |
| Write sentences that are sequenced to form a short narrative (real or fictional)  |  |  |  |  |  |  |     |
| Demarcate some sentences with capital letters and full stops  |  |  |  |  |  |  |     |
| Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others |  |  |  |  |  |  |     |
| Spell some common exception words   |  |  |  |  |  |  |     |
| Form lower-case letters in the correct direction, starting and finishing in the right place   |  |  |  |  |  |  |     |
| Form lower-case letters of the correct size relative to one another in some of their writing  |  |  |  |  |  |  |     |
| Use spacing between words   |  |  |  |  |  |  |     |

| Working at the Expected Standard   |                                |  |  |  |  |  |     |
|--|--------------------------------|--|--|--|--|--|-----|
| The pupil can, after discussion with the teacher:  |                                |  |  |  |  |  | Met |
| Write simple, coherent narratives about personal experiences and those of others (real or fictional)   |                                |  |  |  |  |  |     |
| Write about real events, recording these simply and clearly  |                                |  |  |  |  |  |     |
| Demarcating most sentences with:   | capital letters and full stops |  |  |  |  |  |     |
| Some use of  | question marks                 |  |  |  |  |  |     |
| Use present and past tense mostly correctly and consistently   |                                |  |  |  |  |  |     |
| Use Co-ordination (eg; or, and, but) and some subordination (e.g: when, if, that, because) to join clauses   |                                |  |  |  |  |  |     |
| Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others |                                |  |  |  |  |  |     |
| Spell many common exception words  |                                |  |  |  |  |  |     |
| Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters                                     |                                |  |  |  |  |  |     |
| Use spacing between words that reflects the size of the letters  |                                |  |  |  |  |  |     |

Working at the Expected Standard

| Working at the Expected Standard   |                                |  |  |  |  |  |  | Met |
|--|--------------------------------|--|--|--|--|--|--|-----|
| The pupil can, after discussion with the teacher:  |                                |  |  |  |  |  |  |     |
| Write simple, coherent narratives about personal experiences and those of others (real or fictional)   |                                |  |  |  |  |  |  |     |
| Write about real events, recording these simply and clearly  |                                |  |  |  |  |  |  |     |
| Demarcating most sentences with:   | capital letters and full stops |  |  |  |  |  |  |     |
| Some use of  | question marks                 |  |  |  |  |  |  |     |
| Use present and past tense mostly correctly and consistently   |                                |  |  |  |  |  |  |     |
| Use Co-ordination (eg; or, and, but) and some subordination (e.g: when, if, that, because) to join clauses   |                                |  |  |  |  |  |  |     |
| Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others |                                |  |  |  |  |  |  |     |
| Spell many common exception words  |                                |  |  |  |  |  |  |     |
| Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters                                     |                                |  |  |  |  |  |  |     |
| Use spacing between words that reflects the size of the letters  |                                |  |  |  |  |  |  |     |

Working at a Greater Depth - Writing

| Working at a Greater Depth - Writing  |  |  |  |  |  |  |  | Met |
|---|--|--|--|--|--|--|--|-----|
| The pupil can, after discussion with the teacher:   |  |  |  |  |  |  |  |     |
| Write effectively and coherently for different purposes, drawing for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing |  |  |  |  |  |  |  |     |
| Make simple additions, revisions and proof-reading corrections to their own writing   |  |  |  |  |  |  |  |     |
| Use full range of punctuation taught at key stage 1 mostly correctly including:   | commas to separate items in a list               |  |  |  |  |  |  |     |
|   | apostrophes to mark singular possession in nouns |  |  |  |  |  |  |     |
| Spell most common exception words   |  |  |  |  |  |  |  |     |
| -spelling most words with contracted forms*   |  |  |  |  |  |  |  |     |
| Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)   |  |  |  |  |  |  |  |     |
| -using the diagonal and horizontal strokes needed to join some letters  |  |  |  |  |  |  |  |     |