

|                                                                                                                                                                |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| Date and Genre of work:                                                                                                                                        |  |  |  |  |  |  |
| <b>Working towards the expected standard</b>                                                                                                                   |  |  |  |  |  |  |
| <b>The pupil can after discussion with the teacher:</b>                                                                                                        |  |  |  |  |  |  |
| 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                                                                                                                                      |  |  |  |  |  |  |
| <b>Working at the expected standard</b>                                                                                                                        |  |  |  |  |  |  |
| <b>The pupil can after discussion with the teacher:</b>                                                                                                        |  |  |  |  |  |  |
| Write simple, coherent narratives about personal experience and those of others (real or fictional)                                                            |  |  |  |  |  |  |
| Write about real events, recording these simply and clearly                                                                                                    |  |  |  |  |  |  |
| Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required                                  |  |  |  |  |  |  |
| Use present and past tense mostly correctly and consistently                                                                                                   |  |  |  |  |  |  |
| Use co-ordination (e.g. and or 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 reflect the size of the letters                                                                                                 |  |  |  |  |  |  |
| Use expanded noun phrases to describe and specify.                                                                                                             |  |  |  |  |  |  |
| Use sentences with different forms: statement, question, exclamation, command.                                                                                 |  |  |  |  |  |  |
| <b>Working at greater depth</b>                                                                                                                                |  |  |  |  |  |  |
| <b>The pupil can write for different purposes, after discussion with the teacher:</b>                                                                          |  |  |  |  |  |  |
| Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing                        |  |  |  |  |  |  |
| Make simple additions, revisions and proof-reading corrections for their own writing                                                                           |  |  |  |  |  |  |
| Use the punctuation taught at key stage 1 mostly correctly                                                                                                     |  |  |  |  |  |  |
| Spell most common exception words                                                                                                                              |  |  |  |  |  |  |
| Add suffixes to spell most words correctly in their writing e.g. ment, ness, ful, less, ly.                                                                    |  |  |  |  |  |  |
| Use the diagonal and horizontal strokes needed to join some letters.                                                                                           |  |  |  |  |  |  |