Working towards the expected standar	А	В	С	D	E	F	G	Н	
The pupil can, after discussions with the te									
Write sentences that are sequenced t									
Some use of:	Full Stops								
	Capital Letters								
Segmenting spoken words into phonemes, representing these by graphemes, spelling some correctly and making phonically plausible attempts at others									
Spelling some common exception words.									
Forming lower-case letters correctly, starting and finishing the correct place.									
Forming lower-case letters of the correct size relative to one another in some writing.									
Uses spaces between words.									
Working at the expected standard									
The pupil can, after discussions with the te				ı		ı	ı	1	
Uses mostly correctly:	Capital letters								
	Full stops								
	Question marks								
Uses:	Statements								
	Questions								
	Commands								
Write simple, coherent narratives about personal experiences and those of others (real or fictional).									
Write about real events, recording these simply and clearly.									
Uses some expanded noun phrases to describe and specify.									
Uses past tense mostly correctly and consistently.									
Uses present tense mostly correctly and consistently.									
Uses co-ordinating conjunctions.									
(for, and, nor, but, or, yet, so) Uses subordinating conjunctions									
(if, when, because, that) Segmenting spoken words into phonemes, representing these by graphemes, spelling most correctly and phonically plausible attempts at others.									
Spelling many common exception words.									
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.									
Using spacing between words that reflects the size of the letters.			İ						
Working at greater depth									
The pupil can, after discussions with the te									
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 to their									
own writing. Use the punctuation taught at key	Exclamation Marks								
stage 1 mostly correct:	Commas in lists								
	Apostrophe for contractions								
Apostrophe for possession									
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 stro	okes needed to join some letters.								
		1	l		<u> </u>	<u> </u>	<u> </u>		

The pupil can, after discussions with the teacher: Write sentences that are sequenced to form a short narrative. Some use of: Full Stops Capital Letters Segmenting spoken words into phonemes, representing these by graphemes, spelling some correctly and making phonically plausible attempts at others. Spelling some common exception words. Forming lower-case letters correctly, starting and finishing the correct place. Forming lower-case letters of the correct size relative to one another in some writing. Uses spaces between words. Working at the expected standard The pupil can, after discussions with the teacher: Uses mostly correctly: Capital letters Full stops Question marks Uses: Statements Questions Commands Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Uses some expanded noun phrases to describe and specify. Uses present tense mostly correctly and consistently. Uses present tense mostly correctly and consistently. Uses co-ordinating conjunctions. If or, and, nor, but, or; yet, so) Uses subordinating conjunctions (if, when, because, that) Segmenting spoken words into phonemes, representing these by graphemes, spelling most correctly and phonically plausible attempts at others. Spelling many common exception words. Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Working at greater depth The pupil can, offer discussions with the teacher: Working at greater depth The pupil can, offer discussions with the teacher: Working at greater depth The pupil can, offer discussions with the teacher: Working at greater depth The pupil can, offer discussions with the teacher: Working at greater depth				
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Make simple additions, revisions and proof-reading corrections to their own writing.				
Use the punctuation taught at key Exclamation Marks	1			
stage 1 mostly correct: Commas in lists	1			
Apostrophe for contractions				
Apostrophe for possession		1		
Spell most common exception words				
Add suffixes to spell most words correctly in their writing (e.g ment, -ness, -ful,			1	
-less, -ly) Use the diagonal and horizontal strokes needed to join some letters.				

Working towards the expected standa:	-A	7	- D	C	D	-	-		TT
The pupil can, after discussions with the te	A	В	C	ע	E	r	G	п	
Write sentences that are sequenced									
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Segmenting spoken words into phonemes, representing these by graphemes, spelling some correctly and making phonically plausible attempts at others									
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Forming lower-case letters of the correct size relative to one another in some writing.									
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Working at the expected standard									
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Uses mostly correctly:	Capital letters								
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Write simple, coherent narratives about personal experiences and those									
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	Apostrophe for possession							 	
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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.						<u> </u>			
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