

| Working towards the expected standard | | A | B | C | D | E | F | G | H |
|---|-----------------------------|---|---|---|---|---|---|---|---|
| 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 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. | | | | | | | | | |
| Working at greater depth | | | | | | | | | |
| The pupil can, after discussions with the teacher: | | | | | | | | | |
| 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 stage 1 mostly correct: | Exclamation Marks | | | | | | | | |
| | 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 strokes needed to join some letters. | | | | | | | | | |

| Working towards the expected standard | | A | B | C | D | E | F | G | H |
|---|-----------------------------|---|---|---|---|---|---|---|---|
| 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 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. | | | | | | | | | |
| Working at greater depth | | | | | | | | | |
| The pupil can, after discussions with the teacher: | | | | | | | | | |
| 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 stage 1 mostly correct: | Exclamation Marks | | | | | | | | |
| | 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 strokes needed to join some letters. | | | | | | | | | |

| Working towards the expected standard | | A | B | C | D | E | F | G | H |
|---|-----------------------------|---|---|---|---|---|---|---|---|
| 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 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. | | | | | | | | | |
| Working at greater depth | | | | | | | | | |
| The pupil can, after discussions with the teacher: | | | | | | | | | |
| 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 stage 1 mostly correct: | Exclamation Marks | | | | | | | | |
| | 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 strokes needed to join some letters. | | | | | | | | | |

