|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | | | |
| **Date** | |  |  |  |  |  |  |
| Working **TOWARDS** the **Year 1** expected standard | |  |  |  |  |  |  |
| • say **out loud** what I want to write | |  |  |  |  |  |  |
| • **write labels** for pictures and captions | |  |  |  |  |  |  |
| • write **short sentences** using phonemes from phase 3 | |  |  |  |  |  |  |
| • read my own writing back | |  |  |  |  |  |  |
| • others can **read my writing** | |  |  |  |  |  |  |
| • **correctly use** | **capital letters for my name** |  |  |  |  |  |  |
| **some capital letters to start a sentence** |  |  |  |  |  |  |
| **some full stops** |  |  |  |  |  |  |
| **finger spaces** |  |  |  |  |  |  |
| • **spell words correctly** (phase 3 & Reception HFW) | |  |  |  |  |  |  |
| • **hold a pencil** correctly | |  |  |  |  |  |  |
| • form **most letters** correctly | |  |  |  |  |  |  |
| Working **AT** the **Year 1** expected standard | |  |  |  |  |  |  |
| • write stories with **‘once upon a time’ ‘One sunny day’** | |  |  |  |  |  |  |
| • sometimes use **present and past tense** correctly | |  |  |  |  |  |  |
| • use **‘and’** to join parts of sentences | |  |  |  |  |  |  |
| • use **phonics to spell many words correctly** | |  |  |  |  |  |  |
| • correctly use | **all punctuation at working towards** |  |  |  |  |  |  |
| **capital letters for names and places** |  |  |  |  |  |  |
| **capital letters for days of the week** |  |  |  |  |  |  |
| **‘I ‘pronoun** |  |  |  |  |  |  |
| **exclamation marks** |  |  |  |  |  |  |
| **question marks** |  |  |  |  |  |  |
| • spell **most common exception** words correctly (Year 1 list) | |  |  |  |  |  |  |
| Working **ABOVE** the **Year 1** expected standard | |  |  |  |  |  |  |
| • write sentences that are fiction or non-fiction in content | |  |  |  |  |  |  |
| • spell **all common exception words for Year 1 correctly** | |  |  |  |  |  |  |
| • spell all **days of the week** correctly | |  |  |  |  |  |  |
| • form all lowercase and capital letters correctly | |  |  |  |  |  |  |
| • chooses to use a wide range of **vocabulary** relevant to the topic– supported with spelling | |  |  |  |  |  |  |
| • is beginning to **edit and improve** the spelling of my own writing | |  |  |  |  |  |  |

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| **Name:** | | | | | | | |
| **Date:** | |  |  |  |  |  |  |
| Working **TOWARDS** the **Year 2** expected standard | |  |  |  |  |  |  |
| • write **sentences that are sequenced** to form a short narrative (real or fictional) | |  |  |  |  |  |  |
| • segment spoken words into phonemes and **represent these by graphemes** | |  |  |  |  |  |  |
| • spell some words correctly and making **phonically-plausible** attempts at others | |  |  |  |  |  |  |
| • spell some **common exception words** correctly | |  |  |  |  |  |  |
| • 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 | |  |  |  |  |  |  |
| • **correctly use** | **spacing between words** |  |  |  |  |  |  |
| **capital letters for sentences** |  |  |  |  |  |  |
| **full stops** |  |  |  |  |  |  |
| Working **AT** the **Year 2** expected standard | |  |  |  |  |  |  |
| • write simple, **coherent narratives about personal experiences** and those of others (real or fictional) | |  |  |  |  |  |  |
| • **write about real events**, recording these simply and clearly | |  |  |  |  |  |  |
| • **use present and past tense** mostly correctly and consistently | |  |  |  |  |  |  |
| • segment spoken words into phonemes and **represent these by graphemes** | |  |  |  |  |  |  |
| • spell many words correctly and making **phonically-plausible** attempts at others | |  |  |  |  |  |  |
| • spell many **common exception words** correctly | |  |  |  |  |  |  |
| • correctly use | **Capital letters to start sentences** |  |  |  |  |  |  |
| **Full stops** |  |  |  |  |  |  |
| **Question marks** |  |  |  |  |  |  |
| **Subordination: when, if, so that, because** |  |  |  |  |  |  |
| **Coordination: or, and, but, so** |  |  |  |  |  |  |
| **Finger spaces that reflect size of letters** |  |  |  |  |  |  |
| • form **capital letters and digits of the correct size,** orientation and relationship to one another and to lower-case letters | |  |  |  |  |  |  |
| Working **ABOVE** the **Year 2** expected standard | |  |  |  |  |  |  |
| • **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 correctly, (incl commas and apostrophes for contractions and single possession) | |  |  |  |  |  |  |
| • spell most **common exception words** correctly | |  |  |  |  |  |  |
| • **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. | |  |  |  |  |  |  |