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| **Working Towards** |
| W | Write sentences that are sequenced to form a short narrative (real or fictional) |  |  |  |  |  |  |
|  | Write for a range of purposes |  |  |  |  |  |  |
| P | Demarcate some sentences with capital letters and full stops |  |  |  |  |  |  |
| Sp | 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\* |  |  |  |  |  |  |
| H | 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. |  |  |  |  |  |  |

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|  | **Age Related Expectation** |
| W | Can use a range of sentence types | Statements |  |  |  |  |  |  |
|  | Questions |  |  |  |  |  |  |
|  | Commands |  |  |  |  |  |  |
|  | Exclamation |  |  |  |  |  |  |
|  | Write simple, coherent narratives about personal experiences and those of others (real or fictional). |  |  |  |  |  |  |
|  | Write about real events, recording these simply and clearly.  |  |  |  |  |  |  |
| P | Punctuate sentences using | Full stops |  |  |  |  |  |  |
|  | Question marks |  |  |  |  |  |  |
|  |  | Exclamation marks |  |  |  |  |  |  |
|  | Use capital letters for | Names of people |  |  |  |  |  |  |
|  | Places |  |  |  |  |  |  |
|  | Days |  |  |  |  |  |  |
|  | Personal Pronoun I |  |  |  |  |  |  |
|  | Uses some expanded noun phrases to describe and specify. |  |  |  |  |  |  |
|  | Use adverbs in own writing  |  |  |  |  |  |  |
|  | Use precise verbs |  |  |  |  |  |  |
|  | Uses present and past tense mostly correctly and consistently. |  |  |  |  |  |  |
|  | Uses co-ordinating conjunctions. *(or, and, but)* and some subordinating conjunctions *(if, when, because, that)* to join clauses |  |  |  |  |  |  |
| Sp | Segmenting spoken words into phonemes, representing these by graphemes, spelling most correctly and phonically plausible attempts at others. |  |  |  |  |  |  |
|  | Spelling many Y2 common exception words |  |  |  |  |  |  |
|  | Use words with contracted forms |  |  |  |  |  |  |
| H | 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.  |  |  |  |  |  |  |

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| **Greater Depth** |
| W | Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing |  |  |  |  |  |  |
| P | Make simple additions, revisions and proof-reading corrections to their own writing |  |  |  |  |  |  |
|  | Use the punctuation taught at key stage 1 mostly correctly |  |  |  |  |  |  |
|  | Use apostrophe for contraction |  |  |  |  |  |  |
|  | Use apostrophe for possession |  |  |  |  |  |  |
|  | Commas in a list |  |  |  |  |  |  |
| Sp | Spell most common exception words |  |  |  |  |  |  |
| Sp | Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, |  |  |  |  |  |  |
| H | Use the diagonal and horizontal strokes needed to join some letters. |  |  |  |  |  |  |