|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Working Towards** | | | | | | | | | | | | | | | |
| W | Can read their own writing aloud | | |  | |  | |  | |  | |  | |  | |
|  | Can write first name independently | | |  | |  | |  | |  | |  | |  | |
|  | Can combine words to make a sentence and use simple sentence structures | | |  | |  | |  | |  | |  | |  | |
|  | To use adjectives that have been modelled. | | |  | |  | |  | |  | |  | |  | |
| P | Can use finger spaces. | | |  | |  | |  | |  | |  | |  | |
|  | Can use a capital letter for I | | |  | |  | |  | |  | |  | |  | |
|  | Has an awareness of capital letters for names, places and the days of the week | | |  | |  | |  | |  | |  | |  | |
| Sp | Has an awareness of using full stops to end sentences | | |  | |  | |  | |  | |  | |  | |
|  | Begin to segment some spoken words into phonemes and represent these by graphemes. | | |  | |  | |  | |  | |  | |  | |
|  | To spell some Y1 common exception words accurately (from English Appendix 1). | | |  | |  | |  | |  | |  | |  | |
| H | Can form most letters correctly and in the correct direction | | |  | |  | |  | |  | |  | |  | |
|  | Can form most numbers correctly. | | |  | |  | |  | |  | |  | |  | |
|  | | | | | | | | | | | | | | | |
| **Age Related Expectation** | | | | | | | | | | | | | | | |
| W | Can write sentences in order to create short narratives and non-fiction texts. | | | |  | |  | |  | |  | |  | |  |
|  | Can use some features of different text types (although these may not be consistent). | | | |  | |  | |  | |  | |  | |  |
|  | Can make appropriate topic / subject matter vocabulary choices. | | | |  | |  | |  | |  | |  | |  |
|  | Can use adjectives to describe | | | |  | |  | |  | |  | |  | |  |
| P&g | Can use capital letters for | | Start of a sentence | |  | |  | |  | |  | |  | |  |
|  | Names | |  | |  | |  | |  | |  | |  |
|  | Days of the week | |  | |  | |  | |  | |  | |  |
|  | I | |  | |  | |  | |  | |  | |  |
|  | places | |  | |  | |  | |  | |  | |  |
|  | Can use the conjunction ‘and’ to link ideas and sentences | | | |  | |  | |  | |  | |  | |  |
|  | Can use finger spaces between words | | | |  | |  | |  | |  | |  | |  |
|  | Begins to use | full stops to end sentences. | | |  | |  | |  | |  | |  | |  |
|  | question marks. | | |  | |  | |  | |  | |  | |  |
|  | exclamation marks. | | |  | |  | |  | |  | |  | |  |
| Sp | To spell most words containing previously taught (40+) phonemes and GPCs (Grapheme, Phoneme Correspondence) correctly | | | |  | |  | |  | |  | |  | |  |
|  | To spell most Y1 common exception words | | | |  | |  | |  | |  | |  | |  |
|  | Spell the days of the week | | | |  | |  | |  | |  | |  | |  |
|  | To use -s and -es to form regular plurals correctly. | | | |  | |  | |  | |  | |  | |  |
|  | To use the prefix ‘un’. | | | |  | |  | |  | |  | |  | |  |
|  | To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word). | | | |  | |  | |  | |  | |  | |  |
| H | Forms capital letters | | | |  | |  | |  | |  | |  | |  |
|  | To write lower case in the correct direction, starting and finishing in the right place. | | | |  | |  | |  | |  | |  | |  |
|  | | | | | | | | | | | | | | | |

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| **Greater Depth** | | | | | | | | |
| w | To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose | |  |  |  |  |  |  |
|  | To use ambitious adjectives (ambitious beyond year group) | |  |  |  |  |  |  |
|  | To reread their writing to check that it makes sense and independently make changes. | |  |  |  |  |  |  |
| p | To use simple and compound sentence structures with different conjunctions | |  |  |  |  |  |  |
|  | Can consistently use: | capital letters for names, places, the days of the week and the personal pronoun ‘I’ |  |  |  |  |  |  |
| finger spaces. |  |  |  |  |  |  |
| full stops to end sentences. |  |  |  |  |  |  |
|  | Can regularly use: | question marks and exclamation marks |  |  |  |  |  |  |
| sp | To spell all words containing previously taught (40+) phonemes and GPCs (incl phase 5) | |  |  |  |  |  |  |
|  | To spell all Y1 common exception words and days of the week accurately (from English Appendix 1). | |  |  |  |  |  |  |
|  | To use -s and -es to form regular plurals correctly. | |  |  |  |  |  |  |
|  | To add the suffixes –ing, -ed, -er and –est to root words. | |  |  |  |  |  |  |
| h | To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |