|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Working towards the expected standard**  **The pupil can, after discussion with the teacher:** |  |  |  |  |  |  |
| write sentences that are sequenced to form a short narrative (real or fictional) |  |  |  |  |  |  |
| demarcate some sentences with capital letters and full stops |  |  |  |  |  |  |
| 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\* |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| **Working at the expected standard**  **The pupil can, after discussion with the teacher:** |  |  |  |  |  |  |
| write simple, coherent narratives about personal experiences and those of others (real or fictional) |  |  |  |  |  |  |
| write about real events, recording these simply and clearly |  |  |  |  |  |  |
| demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required |  |  |  |  |  |  |
| use present and past tense mostly correctly and consistently |  |  |  |  |  |  |
| use co-ordination (**or / and / but**) to join clauses |  |  |  |  |  |  |
| use some subordination ( when / if / that /because) to join clauses |  |  |  |  |  |  |
| segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others |  |  |  |  |  |  |
| spell many common exception words\* |  |  |  |  |  |  |
| form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |  |  |  |  |  |  |
| use spacing between words that reflects the size of the letters |  |  |  |  |  |  |
| **Working at greater depth**  **The pupil can, after discussion 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 correctly^ |  |  |  |  |  |  |
| spell most common exception words\* |  |  |  |  |  |  |
| add suffixes to spell most words correctly in their writing( ment, –ness, –ful,–less, –ly)\* |  |  |  |  |  |  |
| use the diagonal and horizontal strokes needed to join some letters. |  |  |  |  |  |  |