Working towards expected standard.
The pupil can write for a range of purposes and audiences.

|  |  |  |  |  |  |  | Met |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Can name the letters of the alphabet in order |  |  |  |  |  |  |  |
| Can orally rehearse what they want to write |  |  |  |  |  |  |  |
| Mostly forming lower case letters correctly |  |  |  |  |  |  |  |
| Mostly leaves spaces between words |  |  |  |  |  |  |  |
| Some use of capitalletters and full stops |  |  |  |  |  |  |  |
| Spelling words in a phonetically plausible way |  |  |  |  |  |  |  |


| The pupil can write for a Working at expected standard range of purposes and audiences (including a short story). |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Met |
| Most sentences sequenced correctly to form short narratives and other pieces of writing |  |  |  |  |  |  |  |
| Can use 'and' to join two sentences |  |  |  |  |  |  |  |
| Sometimes using capitalletters and full stops to demarcate sentences |  |  |  |  |  |  |  |
| Mostly using capitalletters for proper nouns - people, places, days of the week |  |  |  |  |  |  |  |
| Some accurate use of spellings containing each of the 40+ phonemes taught, common exception words and days of the week |  |  |  |  |  |  |  |
| Mostly accurate use of adding 'ing', ed', 'er' and 'est' to root words where no change is needed |  |  |  |  |  |  |  |

Working at a greater depth within the expected standard
The pupil can write for a range of purposes and audiences (including a short story) and demonstrate confidently across the curriculum

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| Sentences sequenced correctly to form <br> short narratives and other pieces of writing <br> across the curriculum |  |  |  |  |  |  |
| Can use 'and,'but', 'so', 'when', 'if,' 'because' to <br> join two sentences |  |  |  |  |  |  |
| Mostly using capital letters and full stops to <br> demarcate a series of sentences |  |  |  |  |  |  |
| Mostly using capital letters for proper nouns <br> - people, places, days of the week and can <br> explain why they need to |  |  |  |  |  |  |
| Mostly accurate use of tenses |  |  |  |  |  |  |

