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| **WORKING TOWARDS END OF YEAR EXPECTATIONS** |  |  |  |  |  |  |  |  |
| **COMPOSITION:** |
| **Write sentences that are sequenced to form a short narrative (real or fictional)** |  |  |  |  |  |  |  |  |
| **TRANSCRIPTION:** |  | | |  |  |  |  |  |
| **Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.** |  |  |  |  |  |  |  |  |
| **HANDWRITING:** |  | | |  |  |  |  |  |
| **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 form of their writing** |  |  |  |  |  |  |  |  |
| **Use spacing between words** |  |  |  |  |  |  |  |  |
| **VOCABULARY, GRAMMAR AND PUNCTUATION:** |  | | |  |  |  |  |  |
| **Demarcate some sentences with capital letters and full stops** |  |  |  |  |  |  |  |  |
| **WORKING AT END OF YEAR EXPECTATIONS** |  | | |  |  |  |  |  |
| **COMPOSITION:** |  | | |  |  |  |  |  |
| **Children can write simple coherent narratives about personal experiences and those of others (real or fictional)** |  |  |  |  |  |  |  |  |
| **Children can write about real events, recording these simply and clearly** |  |  |  |  |  |  |  |  |
| Children can write for a range of purposes |  |  |  |  |  |  |  |  |
| **BEGIN to proof read to check for errors in spelling, grammar and punctuation** |  |  |  |  |  |  |  |  |
| **TRANSCRIPTION;** |  | | |  |  |  |  |  |
| **Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making**  **Phonetically plausible attempts to spell others** |  |  |  |  |  |  |  |  |
| door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas (note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’) |  |  |  |  |  |  |  |  |
| Recognise and spell some common homophones (e.g. here/hear; to/ too/ two; see/sea; bee/be) |  |  |  |  |  |  |  |  |
| Spelling of the days of the week and months of the year are accurate (including use of capital letters) |  |  |  |  |  |  |  |  |
| **HANDWRITING:** | | | | | | | | |
| **Capital letters and digits of the correct size, orientation and relationship to one another and lower case letters** |  |  |  |  |  |  |  |  |
| **Clear spaces between words** |  |  |  |  |  |  |  |  |
| **VOCABULARY, GRAMMAR AND PUNCTUATION** | | | | | | | | |
| **Demarcate most sentences with capital leters and full stops and use of question marks correctly** |  |  |  |  |  |  |  |  |
| Some sentences punctuated with exclamation marks |  |  |  |  |  |  |  |  |
| Use some expanded noun phrases to describe and specify |  |  |  |  |  |  |  |  |
| **Co-ordinate sentences using or, and, but** |  |  |  |  |  |  |  |  |
| **Some subordination - using when, if,that and because** |  |  |  |  |  |  |  |  |
| **Use of past and present tense mostly correct and consistent** |  |  |  |  |  |  |  |  |
| Express ideas clearly using simple and compound sentences |  |  |  |  |  |  |  |  |
| **Use a range of sentence types in writing (including questions, statements, commands or exclamations)** |  |  |  |  |  |  |  |  |
| Commas used to separate a list |  |  |  |  |  |  |  |  |

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| **GREATER DEPTH** | | | | | | | | | |
| **VOCABULARY AND GRAMMAR** | | | | | | | | | |
|  | Use the punctuation taught at Key Stage 1 mostly correctly |  |  |  |  |  |  |  |  |
| **COMPOSITION** | | | | | | | | | |
| Develop characteristic forms of narrative (e.g. traditional tales) | |  |  |  |  |  |  |  |  |
| **Children can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing** | |  |  |  |  |  |  |  |  |
| **Children edit, revise and proof reading their work making corrections and simple additions** | |  |  |  |  |  |  |  |  |
| **Make simple additions, revisions and proof-reading corrections to their own writing** | |  |  |  |  |  |  |  |  |
| Simple text structure with an attempt to organise related ideas in sections or paragraphs | |  |  |  |  |  |  |  |  |
| Show some consistency with the use of first and third person | |  |  |  |  |  |  |  |  |
| Build up a sequence of relevant events with a simple conclusion or appropriate ending | |  |  |  |  |  |  |  |  |
| **TRANSCRIPTION** | | | | | | | | | |
| **Add suffixes to spell some words accurately e.g - ment, -ness, -ful, -less, -ly** | |  |  |  |  |  |  |  |  |
| **Spell most common exception words** | |  |  |  |  |  |  |  |  |