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|  | Base Knowledge / Technical / Punctuation | Sentence (s) and Vocabulary | Grammar/spelling | Drafting, Planning, Editing |
| 22-36  (1) | * Distinguish between different marks they make | * Speaks in simple sentences * Using word endings appropriately, e.g. going, cats |  |  |
| 30-50  (2-4) | * Ascribes meanings to marks that they see in different places | * Speaks in compound sentences using ‘and’ and ‘because’ * Verbally retells simple past event in the correct order * Questions why things happen and gives explanations * Sometimes gives meaning to marks * Lists nouns verbally | * Uses a range of tenses in speech | * Can say when a sentence sounds right, e.g. intonation, tunes of language, phrasing |
| 40-60  (5-7) | * Writes clearly identifiable letters to communicate meaning * Writes own name and other such things, such as labels and captions and logos * Sit correctly at the table when writing * Knows correct formation of letters and can trace over them correctly * Leaves recognisable spaces between some groups of letters * Writes consistently from left to right and down the page | * Gives meaning to marks as draw, write and paint * Begins to break flow of speech into words * Continues a rhyming string * Attempts to write short sentences in meaningful contexts * Lists nouns and verbs verbally * Beginning to spell some common words (15) * Can write one simple sentence where most of the writing can be read * Can use a noun, verb to create sentence | * Hears and says initial sounds in words * Can segment the sounds in simple words and blend them together * Links sounds to letters, naming and sounding the letter of the alphabet * When writing represents some sounds correctly and in sequence * Beginning to use past and present tense words accurately in speech, e.g did instead of done, went instead of goed | * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (drafting) * Attempts to read back own writing, identifying key whole words written |
| ELG  (8-10) | * Holds a pencil accurately and correctly * Knows correct letter formation and attempts to use this in writing * Leaves recognisable spaces between words * **Vocab**: word, letter, writing, finger space, full stop, speech, phoneme, grapheme, formation, alphabet, sentence, question, who/what (for noun, doing word (verb) * Introduce terms consonant and vowel * Has awareness of full stops and attempts to use them * Use capital letters for ‘I’ and name | * Writes simple sentences which can be read by themselves and others (min 2 sentences) * Beginning to spell some common words correctly – 4 blocks (S1, 2, L1, C1) * Writing can be read without mediation * Asks who, what and why questions * Identify simple ‘where’ phrases * Create simple sentences using noun, verb, where | * Spells CVC correctly * In speech, use past, present, future forms accurately when talking about events that have happened, or are about to happen * Some words are spelt correctly and others are phonetically plausible * Knows the difference between a statement and a question | * Reads back own writing * With support identifies words in sentences * Identifies missing sound in words which have not been sounded out carefully enough * In speech, develop own narratives and explanations, and link ideas and events that make sense * Edits work with a full stop, I and spelling |

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|  | Technical | | Vocabulary and Sentence | |
| Entering Y1 (11-12)  Y1Ei/Y1Eii | **Handwriting**   * Sit correctly at a table, holding a pencil comfortably and correctly * Forms the majority of lower case letters accurately using the correct orientation * Form all capital letters correctly and match to lower case * Form digits 0-9   **Spelling**   * Spelling some of the Y1 common words accurately, and making phonetically plausible attempts of all other words using most common graphemes   **Transcription**   * Write from memory simple sentences dictated by the teacher that accurately include all of the above | | **Vocabulary**   * Can say a variety of nouns, verbs and preposition words * Can say a range of where phrases   **Sentence Technical**   * Demarcates a dictated sentence accurately   **Sentence Creation**   * Identifies sentence boundaries in spoken sentences * Verbally creates extended sentences using known success criteria * Begins to join words and clauses using ‘and’, ‘but’ and ‘or’ (both co-ordinating and sub-ordinating * Verbally sequences extended sentences to form short narratives | |
|  | Composition | | Vocab, Grammar and Punctuation | |
| Developing Y1 (13/14)  Y1Di/Y1Dii | **Maintains and demonstrates Entering criteria throughout** | | | |
| **Composition and Effect**   * Independently creates, aurally rehearses and writes extended sentences for a given purpose * Decides on a topic for writing and say what they will write about * Can say a simple sentence in the past and present tense * Spelling many of the Y1 common words accurately, and making phonetically plausible attempts of all other words using most common graphemes   **Planning, Drafting and Editing**   * Understands and can follow a simple plan to write a series of sentences * Reads back own writing | | * Understands the term adjective and can list a wide range * Verbally creates noun phrases and puts them into a simple sentence * Uses capital letters for names of people and places, and ‘I’ * Demarcates sentences and questions accurately * Joins sentences using ‘and’, ‘or’, because’ and ‘but’ verbally (co-ordinating conjunction) | |
|  | **Maintains and demonstrates Entering and Developing criteria throughout** | | | |
| Secure Y1 (15/16)  Y1Si/Y1Sii | | **Handwriting**   * Understand which letters belong to which handwriting family   **Composition and Effect**   * Joins letters consistently within words with mostly accurate joins * Identify all sentence types; command, exclamation, question, statement - when read to them * Sequence extended sentences to form short narratives in a range of contexts * Spelling some of the Y1 common words accurately, and making phonetically plausible attempts of all other words using an appropriate grapheme for each (not necessarily correct ones)   **Planning, Drafting and Editing**   * Creates own simple plan for writing * Can write notes for a sentence (plan) * Edits work for spelling, punctuation and meaning/sense * Re-writes a sentence with corrections | | * Beginning to demarcate sentences, questions and exclamations accurately * Punctuates a series of extended sentences accurately * Subject/verb agreement in some spoken and written sentences * Spell Y1 common exception words * To have achieved at least 10 blocks of spelling * Knows vocabulary for literacy outlined in Vocab, Grammar and Punctuation for Y1 |

Knows key features and purpose for (highlight when covered)

stories instructions non-fiction texts recounts letters postcards

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|  | Technical | Vocabulary and Sentence |
| Entering Y2 (17-18)  Y2Ei/Y2Eii | **Handwriting**   * Form and link all letters accurately throughout words * Handwriting is of a uniform size with clearly distinguished ascenders and descenders   **Transcription**   * Write from memory extended and compound sentences dictated by the teacher that include all of the above accurately * Spelling some of the Y1 common words accurately, and making phonetically plausible attempts of all other words using an appropriate grapheme for each (not necessarily correct ones) * To have achieved at least 12 blocks of spellings, inc S1, S2, S3   **Composition and Effect**   * Writes sentences that are sequenced to form narratives (real or fictional) | **Sentence Technical**   * Can identify sentences in the past and present tense * Can write question, command, statement for given topic area with correct punctuation * Know range of conjunctions and can identify them and say if they are co-ordinating or sub-ordinating * Use a range of punctuation accurately – full stop, ? !, in some sentences |
|  | Composition | Vocab, Grammar and Punctuation |
| Developing Y2 (19/20)  Y2Di/Y2Dii | **Maintains and demonstrates Entering criteria throughout** | |
| **Sentence Creation**   * Has stamina for writing * Beginning to create, aurally rehearse and write a series of compound sentences using any connectives * Writes using the above as appropriate, e.g. time connectives for instructions, story language, being specific with nouns etc   **Composition and Effect**   * Writes using a range of sentence openers for fiction and non-fiction * Writes simple, clear and coherent narratives about personal experiences and those of others (real or fictional)   **Planning, Drafting and Editing**   * Creates own plan showing clear sequence of ideas (e.g. story/recount, for sub-headings etc) * Edits for spelling, punctuation– capitals, ?, full stops, ! | **Vocabulary**   * Knows vocabulary for literacy outlined in Vocab. Grammar and Punctuation for Y2 * Creates noun phrases (determiner, adjective, noun) and expanded noun phrases (determiner, noun, prepositional phrase) * Subject/verb agreement in all spoken and written sentences * Know a range of adverbs for describing when and how (e.g. time connectives, softly etc) * Uses specific nouns rather than generic, e.g. terrier instead of dog   **Sentence Technical**   * To have achieved at least 14 blocks of spellings, incl S1-3 and T1-3 * Can write question, command, statement and exclamation for given topic area with correct punctuation |
|  | **Maintains and demonstrates Entering and Developing criteria throughout** | |
| Secure Y2 (21/22)  Y2Si/Y2Sii | **Composition and Effect**   * Links related sentences by the use of pronouns, time connectives or adverbials * Writes a range of writing for different purposes * Creates, aurally rehearses and writes a series of compound sentences using appropriate connectives, for co-ordinating and subordinating   **Planning, Drafting and Editing**   * Spelling Y2 common words accurately, and making phonetically plausible attempts of all other words using many appropriate grapheme on first draft * Creates own plans independently * Edits for spelling, punctuation, content – capitals, ?, full stops, !, apostrophes in contractions | * Demarcates a series of sentences accurately * Use the verbs related to ‘have’, ‘had’ and ‘to be’ (is, were) in present and past tense accurately * Uses all punctuation taught accurately in longer pieces –?, !, full stops, and start of sentence, apostrophes in contraction words * To have achieved at least 18 blocks of spellings * Uses commas in lists |

Knows key features and purpose for (highlight when covered)

instruction writing non-fiction texts descriptive writing stories letters

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| G.Depth Y2  23/24 | **Composition and Effect**   * *Write coherently and effectively for different purposes drawing on their reading to inform the vocab and grammar for their writing* * Know key features and purposes for a range of writing * Uses a range of sentence starts * Chooses and uses vocabulary for effect * Uses paragraphing consistently   **Planning, Drafting and Editing**   * Spelling Y2 common words accurately, and making phonetically plausible attempts of all other words using appropriate grapheme for most * *Edits for spelling, punctuation and content – capitals, ?, full stops, !, apostrophes in contractions* * *Edits for content – sentence starts, specific nouns, noun phrases, sense* * Far less editing required in first drafts, particularly for spelling | * Consistently writes with grammatical accuracy * Uses apostrophes for possession mostly correctly * Spells the vast majority of common words accurately * Uses all punctuation taught accurately in longer pieces – comma, ?, !, full stops, capital letters for proper nouns and start of sentence, apostrophes in contraction words and commas * Add suffixes to spell most words correctly in their writing |