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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
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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
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Knows key features and purpose for (highlight when covered)

instruction writing non-fiction texts descriptive writing stories letters

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| G.Depth Y223/24 | **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
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