

Writing

- To judge that a pupil is working at a standard, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. A pupil's writing should meet all the statements however teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgment being made (see 2018 TA guidance for more detail)
- A pupil's writing which is used to make a judgment, must be produced independently
- 'most' indicates the statement is generally met with only occasional errors, 'many' indicates that the statement is met frequently but not yet consistently, 'some' indicates that the skill / knowledge is starting to be acquired and is demonstrated on occasion but is not consistent or frequent.

Foundations	Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth
<p><u>With the support of the teacher: composition</u></p> <ul style="list-style-type: none"> Can write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning) <p><u>spelling</u></p> <ul style="list-style-type: none"> Writes the correct letter in response to hearing each sound of the alphabet Segments simple spoken words into phonemes and write the graphemes corresponding to those phonemes -CVC, CVCC, CCVC words containing sounds represented by single letters Spells correctly some familiar words, such as their own name <p><u>handwriting</u></p> <ul style="list-style-type: none"> Forms most lower case letters in the correct direction, starting and finishing in the right place Uses spacing between words (the teacher may remind the pupil to do this) 	<p>After discussion with the teacher: <u>composition</u></p> <ul style="list-style-type: none"> Can write sentences that are sequenced to form a short narrative (real or fictional) <p><u>punctuation</u></p> <ul style="list-style-type: none"> Demarcates some sentences with capital letters and full stops <p><u>spelling</u></p> <ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonically-plausible attempts at others Spells some common exception words* <p><u>handwriting</u></p> <ul style="list-style-type: none"> Can form lowercase letters in the correct direction, starting and finishing in the right place Can form lower-case letters of the correct size relative to one another in some writing Uses spacing between words 	<p>After discussion with the teacher: <u>composition</u></p> <ul style="list-style-type: none"> Can write simple, coherent narratives about personal experiences and those of others (real and fictional) Can write about real events, recording these simply and clearly <p><u>punctuation</u></p> <ul style="list-style-type: none"> Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required <p><u>sentence construction</u></p> <ul style="list-style-type: none"> Uses present and past tense mostly correctly and consistently Uses co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses <p><u>spelling</u></p> <ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others Spells many common exception words* <p><u>handwriting</u></p> <ul style="list-style-type: none"> Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Uses spacing between words that reflects the size of the letters 	<p>After discussion with the teacher: <u>composition</u></p> <ul style="list-style-type: none"> Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing <p><u>editing</u></p> <ul style="list-style-type: none"> Can make simple additions, revisions and proof-reading corrections to their own writing <p><u>punctuation</u></p> <ul style="list-style-type: none"> Uses all the punctuation taught at KS1 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists and apostrophe for singular possession) <p><u>spelling</u></p> <ul style="list-style-type: none"> Spells most common exception words* Can add suffixes to spell most words in their writing (eg: -ment, -ness, -ful, -less, -ly) <p><u>handwriting</u></p> <ul style="list-style-type: none"> Can use the diagonal and horizontal strokes needed to join some letters

* refers to the spelling appendix