



| Working Towards the Expected Standard | Autumn | Spring | Summer | Achieved and Evidenced |
|--|--------|--------|--------|------------------------|
| To use their phonic knowledge to write words in ways which match their spoken sounds. | | | | |
| To write some irregular common words. | | | | |
| To write sentences which can be read by themselves and others. | | | | |
| To spell some words correctly and others are phonetically plausible. | | | | |
| Working at the Expected Standard | | | | |
| To demarcate some sentence with capital letters, full stops, question mark or exclamation mark. | | | | |
| To use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. | | | | |
| To use the co-ordinating conjunction 'and' | | | | |
| To segment spoken words into phonemes and representing these by graphemes, spelling some correctly. | | | | |
| To sequence sentences to form short narratives. | | | | |
| To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. | | | | |
| To use the prefix 'un-' | | | | |
| To use -ing, -ed, -er, and -est where no change is needed in the spelling of root words. | | | | |
| To spell some Year 1 common exception words and the days of the week. | | | | |
| To begin to form lower case letters in the correct direction, starting and finishing | | | | |
| To use spacing between words. | | | | |
| To use some 'higher level vocabulary to add detail. | | | | |
| Working at Greater Depth | | | | |
| To use sentences with different forms in their writing (statements, questions, exclamations and commands) | | | | |
| To use some expanded noun phrases to describe and specify. | | | | |
| To use present and past tense mostly correctly and consistently. | | | | |
| To use co-ordinating conjunctions (or/and/but) and some subordinating conjunctions (when/if/that/because) | | | | |