

		Target	Evidence					
Working towards the expected standard	1	Forms some recognisable lower case letters with the exception of some reversals.						
		Forms some recognisable lower case letters with the exception of some reversals.						
		Forms mostly recognisable lower case letter letters.						
	2	Forms some recognisable lower case letters with the exception of some reversals.						
		Forms some recognisable lower case letters with the exception of some reversals.						
		Forms mostly recognisable lower case letter letters.						
	3	Shows an awareness of capital letters.						
		Forms some capital letters correctly.						
		Forms recognisable capital letters most of the time.						
	4	Shows an awareness of capital letters, finger spaces and full stops.						
		Attempts to use capital letters, finger spaces and full stops.						
		Understands and is starting to use; capital letters, finger spaces and full stops						
	5	Can orally communicate meaning using simple statements						
		Attempts to words and phrases to communicate meaning						
		Uses words and phrases to communicate meaning in a series of simple statements based on their own ideas.						
	6	Can remember their sentence and write this with some support e.g. sound mat, tricky word mat						
		Can write a sentence independently.						
		Can write 2 – 3 sentences independently.						

	7	Can write sentences that can be read by themselves.						
		Can write sentences that can be read by themselves and others.						
		Can write sentences that can be read by themselves and others.						

		Target	Evidence					
Working at the expected standard	1	Be able to name some letters of the alphabet (within their name)						
		Able to name some letters of the alphabet.						
		Able to name the letters of the alphabet in order and to distinguish alternative spellings of the same sound.						
	2	Able to hold a pencil effectively to form letters using the tripod and sit correctly at the table.						
		Able to sit correctly to write and hold a pencil comfortable and correctly.						
		Able to sit correctly to write and hold a pencil comfortable and correctly.						
	3	Forms recognisable lower case letters.						
		Forms recognisable lower case letters.						
		Able to form lower case letters correctly and consistently.						
	4	Forms recognisable capital letters.						
		Forms recognisable capital letters.						
		Able to form capital letters						
	5	Able to segment spoken words into phonemes and represent these by graphemes taught, spelling some words correctly and making phonically plausible attempts at others.						
		Able to spell words correctly by using all single graphemes and most (90%) of digraphs and trigraphs, allowing for alternative spellings. Makes phonically plausible attempts at unknown words.						
		Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>many of these</u> words correctly and making phonically-plausible attempts at others						
6	Shows an awareness of adding s to a word for plurals.							

	Able to spell some words which need an 's' or 'es' to show plurals or to change verbs e.g. he pushes.						
	Able to spell words which need an 's' or 'es' to show plurals or to change verbs e.g. he pushes.						
7	Able demonstrate an awareness of how to spell words ending in -ing , -ed where the root word does not change.						
	Able to spell some words ending in -ing, -ed, -er and -est where the root word does not change. This may be inconsistent.						
	Able to spell words ending in -ing, -ed, -er and -est where the root word does not change.						
8	Some common exception words spelt correctly.						
	Some common exception words spelt correctly.						
	Most common exception words spelt correctly.						
9	Mostly uses capital letters at the start of sentences, and full stops at the end of sentences.						
	Most uses capital letters correctly, at the start of sentences, and full stops at the end of sentences.						
	Most sentences punctuated correctly with capital letters, at the start of sentence and full stops at the end of sentences.						
10	An awareness of question marks and exclamation marks within writing						
	Questions marks and exclamation marks are beginning to be used						
	Question marks or exclamation marks are beginning to be used.						
11	An awareness of question marks and exclamation marks within writing						
	Questions marks and exclamation marks are beginning to be used						
	Question marks or exclamation marks are beginning to be used.						
12	Spaces used between words used, although some may be inconsistent.						
	Mostly using correctly spaced words.						

	Spacing used between words used consistently						
13	Capital letters used to write names.						
	Capital letters used to write names, days of the week and the pronoun 'I'.						
	Capital letters used for names of people, places, days of the week and 'I'						
14	Shows some knowledge of past and present tense orally.						
	To form an oral sentence in the past and present tense.						
	Able to use past and present tense in writing, sometimes used correctly.						
15	Write simple phrases and labels that can be read by others.						
	Able to independently write simple sentences.						
	Able to independently write simple sentences.						
16	Orally create a sentence using 'and'.						
	Some compound sentences created with 'and'.						
	Some compound sentences created with 'and'.						
17	Able to sit for extended periods of time to write (up to 20 mins)						

Target		Evidence					
Working at greater depth	Able to use spaces between words that reflect the size of the letters.						
	Able to write a series of simple sentences which are grammatically correct.						
	Use joining words like because, but, however to join two phrases together						
	Understand how to add interest to their writing by using adjectives and punctuation e.g. !, ? and commas						
	Understands the importance of the setting of a story in story writing						
	Understands the basic elements of a story; beginning, middle, end						
	Understands factual writing and key features of this e.g. fact boxes						
	Starting to join writing (according to school policy)						
	Able to re-read their work and correct most errors						

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.