

Target		Evidence						
Working towards the expected standard	1	Compose a sentence orally before writing it and attempt to record some of these words						
		Compose sentences orally and write 3 or more sentences independently.						
		Able to write sentences that are sequenced to form a short narrative (real or fiction)						
	2	Evidence shown of awareness of capital letters and how these are used						
		Capital letters are used within writing although not always correctly						
		Some sentences punctuated with capital letters						
	3	Writing shows an awareness of full stops						
		Some full stops are used within pieces of writing although this is not consistent						
		Some sentences punctuated with full stops						
	4	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others						
		<i>*moving through the year these attempts would become more accurate</i>						
	5	An awareness of some basic common exception words and correct spellings -						
		Some common exception words spelt correctly						
		Some common exception words spelt correctly						
	6	Able to form some lower-case letters in the correct direction, starting and finishing in the right place						
		Able to form an increasing amount of lower-case letters in the correct direction, starting and finishing in the right place						

		Able to form lower-case letters of the correct size relative to one another in some writing						
	7	Spacing used between words						
		<i>*Moving through the year this becomes more consistent</i>						

		Target	Evidence					
Working at the expected standard	1	Able to write a range of sentences which demonstrate and understanding of a narrative (e.g. sequencing)						
		Able to write a simple narrative with a beginning, middle and end.						
		Able to write simple, coherent narratives about personal experiences (real or fiction)						
	2	Able to record some ideas about real events						
		Able to write some short sentences about real events						
		Able to write about real events, recording these simply and clearly						
	3	Show an awareness of capital letters and use these for names, places and for the pronoun I, although this may be inconsistent.						
		Some sentences punctuated with capital letters at the start of sentences, for names, places and for the pronoun I.						
		Most sentences punctuated with capital letters correctly which is used consistently.						
	4	Writing shows an awareness of full stops although not used correctly						
		Some sentences punctuated with full stops						
		Most sentences punctuated with full stops . These are used correctly and consistently.						
	5	Some evidence of understanding / use of question marks						
		Some evidence of sentences punctuated with question marks						
		Most sentences punctuated with question marks when appropriate. These are used correctly and consistently.						
	6	Shows some knowledge of past tense in writing although this is used inconsistently within a piece of writing.						

	Able to use past tense mostly correctly across pieces of writing although there may be some errors.						
	Able to use past tense mostly correctly and consistently						
7	Shows some knowledge of present tense in writing although this is used inconsistently within a piece of writing.						
	Able to use present tense mostly correctly across pieces of writing although there may be some errors.						
	Able to use present tense mostly correctly and consistently						
8	Shows some awareness of coordinating conjunctions – mainly using ‘and’						
	Able to use ‘and’ and ‘but’ in different pieces of writing						
	Able to use coordinating conjunctions (or, and, but)						
9	Shows some awareness of subordinating conjunctions – mainly using ‘because’						
	Able to use some subordinating conjunctions – ‘because’ ‘when’						
	Able to use some subordinating conjunctions (when, if, that, because)						
10	Able to independently write words with phonetical plausible attempts. Some correct use of phonemes / graphemes which may be alternative / incorrect spellings						
	Increasing use of correct phonemes and graphemes which can be deciphered						
	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						
11	Some common exception words spelt correctly						
	Increasing use of correct spellings of common exception words						
	Many common exception words spelt correctly						
12	Able to form lower-case letters in the correct direction, starting and finishing in the right place						

	Able to form lower-case letters of the correct size relative to one another in some writing						
	Able to form capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters						
13	Some awareness shown of spaces between words, although used inconsistently						
	Spaces are mainly used correctly between words, over different pieces of writing						
	Able to use spaces between words that reflect the size of the letters						
14	Able to use some simple adjectives in sentences						
	Able to use an adjective to add information to describe a noun in writing.						
	Able to use adjectives to add information to nouns to make expanded noun phrases						
15	Developing stamina in writing						

	Target	Evidence					
Working at greater depth	Able to use the punctuation taught at KS1 mostly correctly						
	Able to use the diagonal and horizontal strokes needed to join some letters						
	Most common words spelt correctly						
	Able to add suffixes to spell most words correctly in writing (-ment, -ness, -ful, -less, -ly)						
	Able to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						

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.