

Year 1 Expected	Year 2 Expected
<p><u>Prerequisite</u> If a child's writing isn't showing accurate use of the skills below they cannot be given 'Year 1' Expected and should be assessed as WTS (working towards), unless their writing is so poor that they need to be assessed using the EYFS framework.</p> <p><u>Working Towards</u></p> <ul style="list-style-type: none"> Combine words to write a sentence that can be read by themselves and others 	<p><u>Prerequisite</u> If a child's writing isn't showing accurate use of the skills below they cannot be given 'Year 2' Expected and should be assessed as WTS (working towards), unless their writing is so poor that they need to be assessed using the Year 1 writing criteria.</p> <p><u>Working Towards</u></p> <ul style="list-style-type: none"> Write sentences that are sequenced to form a short narrative Use capital letters Use full stops Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts with others Spell some common exception words Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Use spacing between words
<p><u>Text</u></p> <ul style="list-style-type: none"> Sequence sentences together to form short narratives Reread what they have written to check it makes sense 	<p><u>Text</u></p> <ul style="list-style-type: none"> Write simple, coherent narrative about personal experiences and those of others Write about real events, recording these simply and clearly
<p><u>Sentence</u></p> <ul style="list-style-type: none"> Compose a sentence orally before writing it Join words and sentences using 'and' 	<p><u>Sentence</u></p> <ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use coordinating conjunctions <i>BOA</i> Use some subordinating conjunctions <i>For example: when, if, that, because</i> Use expanded noun phrases Use statements, questions, commands and exclamations
<p><u>Punctuation</u></p> <ul style="list-style-type: none"> Leave spaces between words Use a capital letter at the start of a sentence Begin to use capital letters for people, places, days of the week and the personal pronoun 'I' Begin to use full stops at the end of a sentence Begin the use question marks Begin to use exclamation marks 	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> Demarcate most sentences with capital letters Demarcate most sentences with full stops Use question marks correctly Use exclamation marks correctly Apostrophes for contractions

<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spell words containing the 40+ phonemes already taught • Spell some common exception words. • Spell days of the week • Prefix 'un' • Suffixes 's', 'es', 'ing', 'ed' and 'est' 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spell many common exception words • Spell words in their contracted forms • Spelling many words using the possessive apostrophe • Spell common homophones (their, they're, there, hear, here) • 'dge' (badge, edge, bridge) • 'c' (race, fancy, cell, city) • 'kn/gn' (knock, know, gnat, gnat) • 'r' (write, written, wrong) • 'le' (table, apple, middle, little) • 'el' (camel, tunnel, travel) • 'al' (metal, pedal, hospital) • 'y to ies' (flies, tries, copies) • 'y to ied or ier' (cried, happier) • 'e' dropped before adding 'ing', 'ed' and 'er' (hiking, nicer) • Doubling consonant (patting, dropping, sadder) • Plural 's' (donkeys, monkeys)
<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower case letters in the correct direction, starting and finishing in the right place • Form capital letters and the digits 0-9 • Form letters from the same handwriting families correctly 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters. • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
<p>Year 1 Greater Depth</p>	<p>Year 2 Greater Depth</p>
<p><u>Prerequisite</u></p> <p>A child's writing should be showing competent use of all of the above before being assessed using the 'Greater Depth' assessment criteria.</p>	<p><u>Prerequisite</u></p> <p>A child's writing should be showing competent use of all of the above before being assessed using the 'Greater Depth' assessment criteria.</p>
<ul style="list-style-type: none"> • Start sentences in different ways • Use new vocabulary independently to make writing more interesting • Consistent use of lower case and capital letters • Spell many words 	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of their writing. • Make simple additions, revision and proof-reading corrections to their own writing • Use the punctuation taught at key stage 1 mostly correctly • Spell most common exception words • Add suffixes to spell most words correctly in their writing <i>For example: '-ment', '-ness', '-ful', '-less', '-ly'</i> • Use the diagonal and horizontal strokes needed to join some letters • Commas to separate items in a list • Use apostrophes for single possession