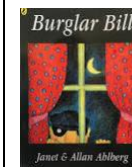


Non- Fiction - Topic/Experience related



Non-Fiction - Topic/Experience related



Non-Fiction -Topic/Experience related

WORKING TOWARDS the Expected standard (WT)

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
 - demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others
 - spell some common exception words* *detailed in word list in NC appendix
- 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

TERM ONE

On track for EXPECTED standard (EXP)

Composition

- Sequencing sentences to form short, coherent narratives and non-fiction texts and re-read what has been written to check it makes sense
- Write about a real event, recording it simply and clearly
- Use appropriate descriptive language effectively
- Begin to reread to check their writing makes sense

Vocabulary, Grammar and Punctuation

- Usually demarcates sentences with capital letters and full stops and use some question marks and exclamation marks
- To begin to write in the past and present tense with increasing accuracy
- Begin to independently expand ideas with a range of simple conjunctions (and, because, but, so)
- Use statements, questions, exclamations (types of sentence)

TERM TWO

On track for EXPECTED standard (EXP)

Composition

- Write simple, coherent narratives using appropriate descriptive language
- Write about a real event structured appropriately
- To use some expanded noun phrases to describe and specify
- Reread to check their writing makes sense

Vocabulary, Grammar and Punctuation

- Demarcate most sentences with capital letters and full stops and use exclamation marks, question marks mostly correctly when required
- Use capital letters for personal pronoun 'I' and proper nouns consistently
- To write in the past and present tense with increasing accuracy
- Use commas in making lists
- Use statements, questions, exclamations and commands (types of sentences)
- Transcription
 - With increasing confidence use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
 - Form lower-case letters of the correct size relative to one another in most of their writing
 - Use spacing between words that reflects the sizes of the letters
 - Spell most common exception words taught so far
 - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
 - apply simple spelling rules (English appendix 1) taught so far

TERM THREE

On track for EXPECTED standard (EXP)

Composition

- Use a range of ways to expand nouns to describe and specify
- Reread to check their writing makes sense and that verbs to indicate time are used correctly
- Proofread to check for errors in spelling, grammar and punctuation
- Use some features of standard English

Vocabulary, Grammar and Punctuation

- Use adverbs appropriately
- Begin to write in 1st and 3rd person mostly accurately
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write poetry and for different purposes
- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Begin to use some apostrophes to mark singular possession in nouns (non stat) and use apostrophes for contractions
- Use statements, questions, exclamations and commands (types of sentences)

Transcription

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Spell many common exception words
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Start using some of the diagonal and horizontal strokes needed to join letters if children are correctly forming letters (non stat)
- apply simple spelling rules (English appendix 1) taught so far

High Clarence Writing Progression Year A Year 2



On Track for GREATER DEPTH standard (GDS) • Expand information using some subordination AND co-ordination (and, because, but, so, when, if, that) • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part • Use ambitious and interesting vocabulary for effect • Demarcate many sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required	On Track for GREATER DEPTH standard (GDS) • Write effectively and coherently for different purposes • Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. • Edit own writing with simple corrections e.g. spelling errors, punctuation, grammar and word choice • Add suffixes to spell some words correctly • Begin to use the diagonal and horizontal stroke needed to join some letters • Begin to write in 1st person and 3rd person • Use a range of ways to expand nouns to describe and specify • To show awareness of the reader by adding detail to engage and interest • Use adverbs appropriately	On Track for GREATER DEPTH standard (GDS) • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Experiment with simple figurative language • Use some apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • Make simple additions, revisions and proof-reading corrections to their own writing • Use the punctuation taught at KS1 mostly correctly • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* • Use the diagonal and horizontal strokes needed to join some letters • Use the features of different forms of writing showing awareness of audience and form • Show awareness of the reader by adding detail to engage and interest • Draw on an increasing range of challenging and ambitious vocabulary to create effect
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* Bold statements from TAF (Teacher Assessment Framework)

If the writing does not make sense then work cannot be judged at expected standard

80% of statements must be ticked in order to award the standard. In term 3 100% of TAFs must be ticked in order to award the standard