

Writing at St Augustine's Catholic Primary School



Reception, Year 1 and Year 2 End Points

ELG	Year 1 Core	Year 2 Core	KS1 Expected TAF Statements (for reference)
Attempts to write short sentences in meaningful contexts but is not yet consistent with capital letters and full stops. (40-60+)	1. Compose a sentence orally before writing it then sequence sentences to form short narratives and recount an event or an experience	1-2. In a range of writing, demonstrate use of expanded noun phrases e.g. the blue butterfly Demonstrate different forms in writing: <ul style="list-style-type: none"> • statement • question • exclamation • command 	1a. Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write simple sentences which can be read by themselves and others and confidently uses a capital letter and full stop. (ELG)			1b. Write about real events, recording these simply and clearly
	2a. Begin to punctuate sentences with capital letters, full stops, question marks and exclamation marks		2. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	2b. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		
	3. Re-read what they have written to check that it makes sense.	4. Use and understand present and past tenses correctly and consistently including the progressive form: he is drumming, she was shouting.	3. Use present and past tense mostly correctly and consistently
	4. Use 'and' to join sentences together	5. Use conjunctions to join clauses : <ul style="list-style-type: none"> • Co-ordination (or, and, or but) Some subordination (when, if, that, or because)	4. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Can segment the sounds in simple words and blend them together. (40-60)	5. Identify known phonemes in unfamiliar words (phase 5), use knowledge of alternative phonemes to narrow down possibilities for accurate spelling and use letter names to	6a. Learn additional alternative ways of spelling phonemes and identify them in unfamiliar words.	5. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Children use their phonic k write words in ways which spoken sounds. (ELG)

Writing Assessment ELG, Year 1 and 2 STEPS

They write some irregular common words. Some words are spelt correctly and others are phonetically plausible.

6a. Spell some Y1 high frequency words.

6b. Know how the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc.

6c. Use the suffixes: s, es, ed, er and ing within their writing: hunting, hunted, hunter, buzzing, buzzed, buzzer, cats, spends, rocks, catches.

7a. Learn to spell many common exception words Y1/Y2.

7b. **Spell words with contracted forms** (can't, didn't, hasn't, couldn't, it's, I'll) and some common homophones (to/two/too be/bee blue/blue)

6. **Spell many common exception words***

7a. Begin to form lower-case letters in the correct direction, starting and finishing in the right place with understanding of which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

7b. Form capital letters and the digits 0-9

8. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

7. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

8. Leave appropriate finger spaces between words.

9. **Use spacing between words** that reflects the size of the letters.

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Greater Depth Standard		KS1 Great Depth TAF (for reference)
		1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
		2. Make simple additions, revisions and proof-reading corrections to their own writing
		3. Use the punctuation taught at key stage 1 mostly correctly^
		4. Spell most common exception words*
		5. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
		6. Use the diagonal and horizontal strokes needed to join some letters

Supplementary Statements	
ELG (40-60+months)	Y1
Sit correctly at a table, holding a pencil comfortably and correctly.	Write simple dictated sentences which include GPCs and common exception words taught so far
	Use grammatical terminology when discussing their writing
Links sounds to letters, naming and sounding the letters of the alphabet.	Name the letters of the alphabet in order
Writes own name and other things such as labels, captions.	Use syllables to divide words when spelling. E.g. pocket, rabbit, carrot, thunder, sunset