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| **End-of-key stage 1 – working towards the expected standard (WTS)** | | | | | | | |  |
| **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 |  |  |  |  |  |  |  |  |
| • 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 |  |  |  |  |  |  |  |  |

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| **End-of-key stage 1 – working at the expected standard (EXS)** | | | | | | |  |  |
| **The pupil can, after discussion with the teacher:** |  |  |  |  |  |  |  |  |
| • write simple, coherent narratives about personal experiences and those of others (real or fictional) |  |  |  |  |  |  |  |  |
| • write about real events, recording these simply and clearly |  |  |  |  |  |  |  |  |
| • demarcate most sentences in their writing with capital letters and full stops, and use question 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 |  |  |  |  |  |  |  |  |
| • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others |  |  |  |  |  |  |  |  |
| • spell many common exception words |  |  |  |  |  |  |  |  |
| • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |  |  |  |  |  |  |  |  |
| • use spacing between words that reflects the size of the letters |  |  |  |  |  |  |  |  |

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| **End-of-key stage 1 – working at greater depth (GDS)** | | | | | | | |  |
| **The pupil can, after discussion with the teacher:** |  |  |  |  |  |  |  |  |
| • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing |  |  |  |  |  |  |  |  |
| • make simple additions, revisions and proofreading 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 (e.g. –ment, –ness, –ful, –less, – ly) |  |  |  |  |  |  |  |  |
| • use the diagonal and horizontal strokes needed to join some letters |  |  |  |  |  |  |  |  |