

Working towards the expected standard

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.

Working at the expected standard

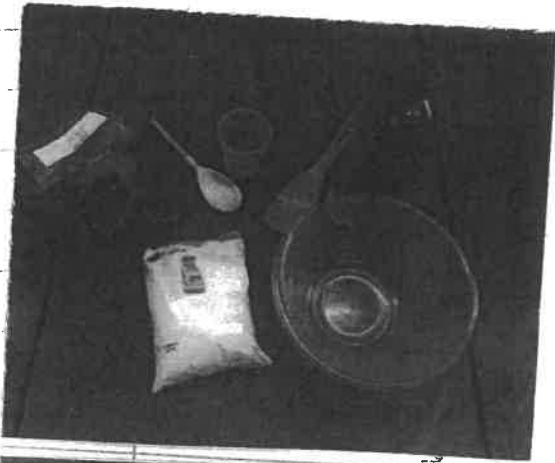
The pupil can, after discussion with the teacher:

- 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.

Working at greater depth

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 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 (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.



Ingredients
Flour salt oil
bowl spoon cup



Put flour in the bowl
Add salt
Add water
Mix with spoon
Squeeze



You're using your phonics in places

Finger spaces



I can write a letter to the 3 bears to apologise for upsetting them using capital letters and full stops.

Little Miss
Goldilocks
31 Cottage
Near the woods
Woodlands
WOODLANDS -

Good job Nathan
you've written both
addresses

The 3 Bears
Cottage in
the woods
Deep in the
Woodlands

To the 3 bears
I am so sorry
for breaking your
chair
I am so sorry
for following you
bed
Please forgive me
I will fix your
chair

I will fix your chair
I am Goldilocks.

You've started and ended your letter
correctly.

Wednesday 18th

October

can plan Mychalael

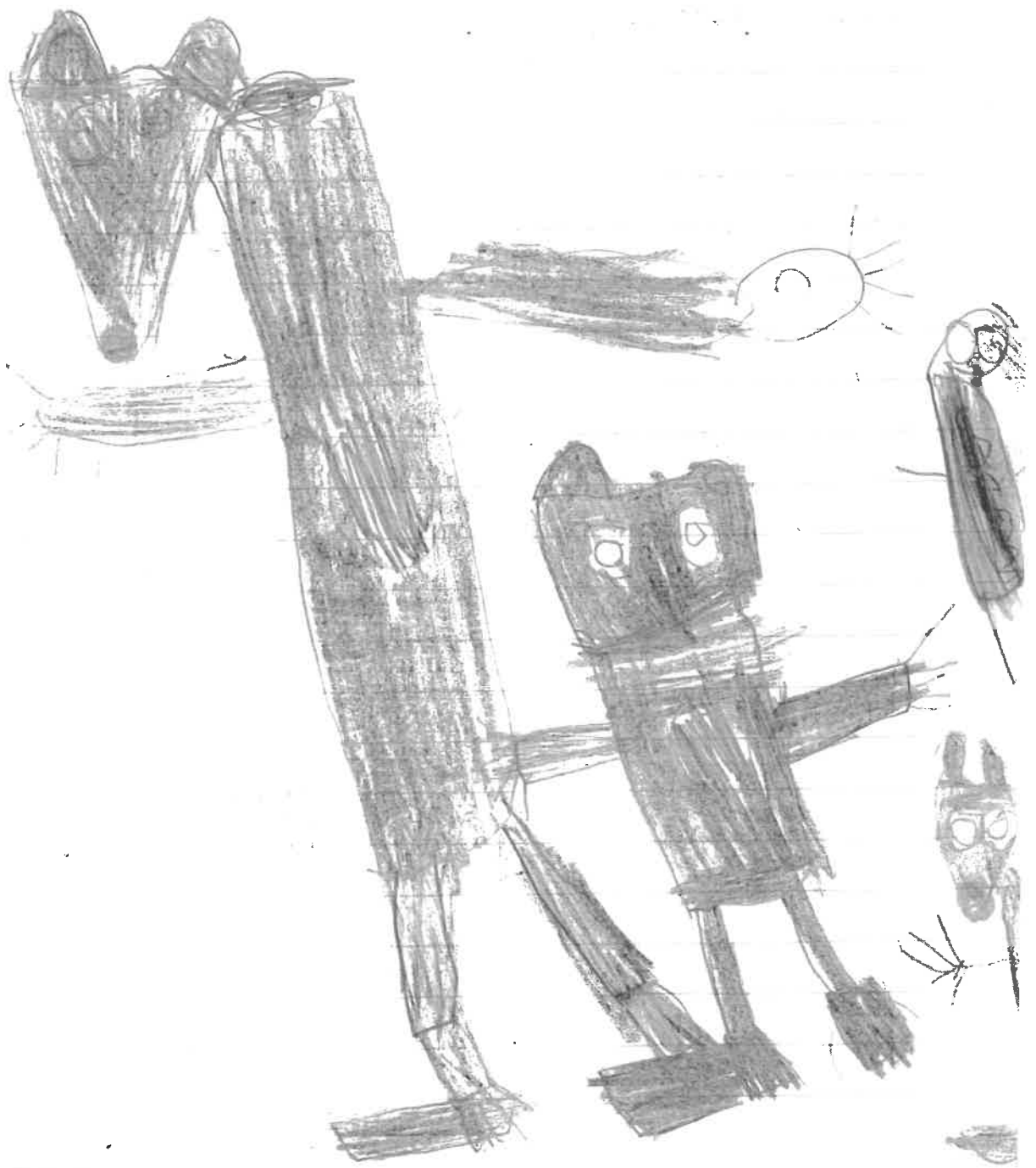
babber is fat

number is fun

babber is fun

babber is pit

Wowser! What super sentences
like



Monday, 16 October
 The fat is vegetable
 He has grey fur and is
 He has a pink nose
 He has a pink nose

The fat is vegetable
 He has grey fur and is
 He has a pink nose
 He has a pink nose

He has grey fur.

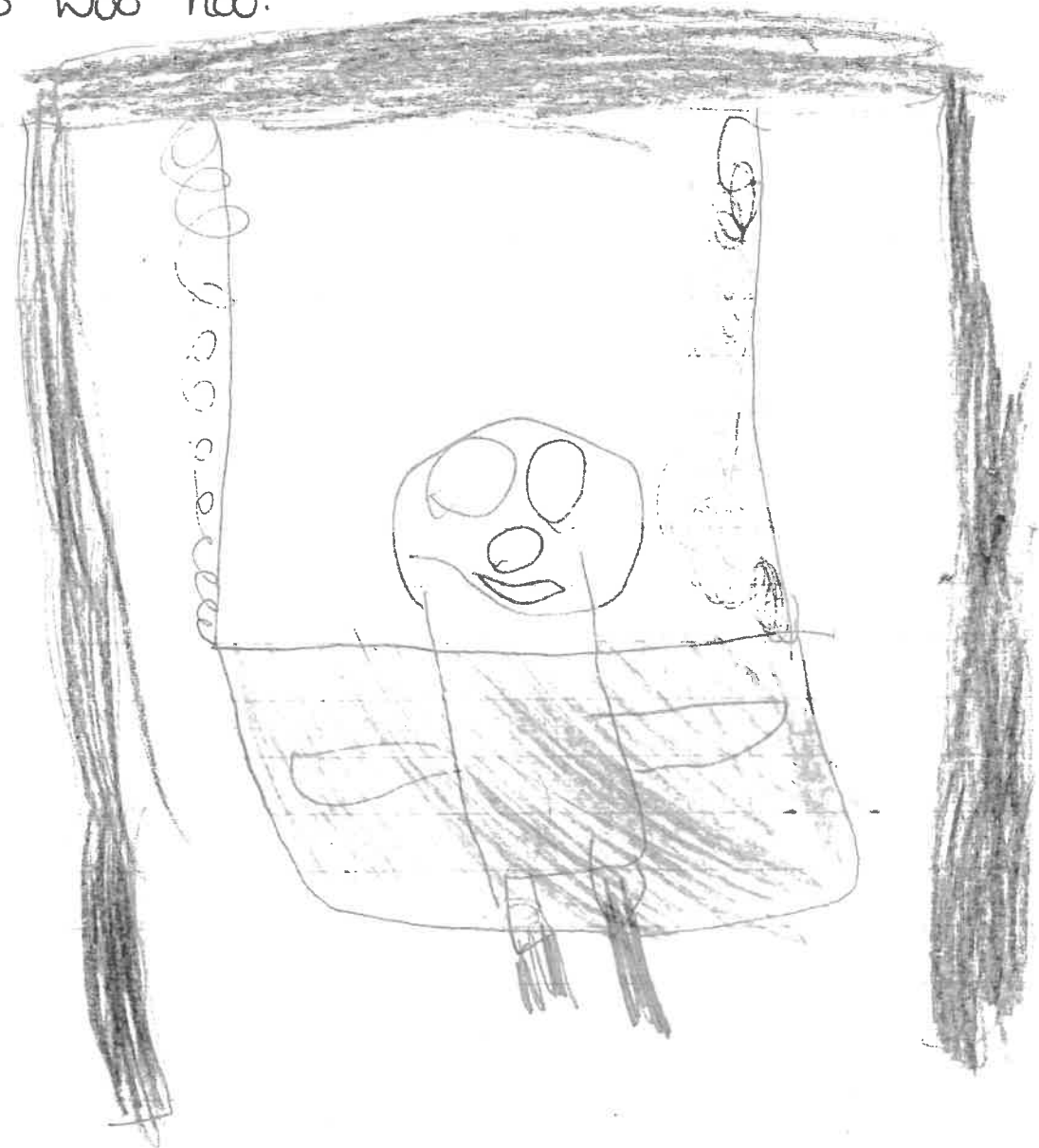


Monday 30th October

Caught
got a bag and let the
magnifying glass for
padding the work
very well worth the
glad went to play
glad with the day
glad with the day

Murphy

Fullstaps woo hoo!



th

Monday November

I had a ^a ^{sure} after on a bonfire
 I had a wercs it is MIYberst
 it was a MI birthday yesterday
 I got a ^{surviving} ^{bag} ~~surviving~~ ~~bag~~ I went
 with a ^{surviving} ^{bag} ~~surviving~~ ~~bag~~
~~house~~ ~~at~~
 I got a woch
 I had a c a c

