



	BLW	WTS	EXS	GDS
Transcription (T)	<p>a.I can segment many spoken words and represent these as graphemes, spelling some correctly and making phonically-plausible attempts at others.</p> <p>b.I can use the suffixes 'er' and 'est' in adjectives e.g. hotter / hottest</p> <p>c.I can spell some common exception words.</p>	<p>a.I can spell some common homophones e.g. no, know / sea, see / two, too, to.</p> <p>b.I can distinguish between homophones and near homophones.</p> <p>c.I can spell some words with contracted form.</p> <p>d.I can use the possessive apostrophe e.g. the girl's book</p>	<p>a.I can spell many common exception words.</p> <p>b.I can write from memory simple sentences dictated by the teacher - to include the GPC (Grapheme Phoneme Correspondence), common exception words and punctuation taught so far.</p>	<p>a.I can spell most common exception words.</p> <p>b.I can add suffixes to spell longer words: _ment, _ness, _less, _full, _ly.</p> <p>c.I can spell with only a few errors in more ambitious vocabulary choices.</p> <p>d.I can maintain an appropriate form throughout a longer piece of writing.</p> <p>e.I can use ideas from my reading to influence my writing.</p>
Handwriting (H)	<p>a.I can form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>b.I can form lower-case letters of the correct size relative to one another in some of my writing.</p> <p>c.I can use spacing between words.</p>	<p>a.I can write capital letters and digits of the correct size in relation to lower case letters.</p>	<p>a.I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>b.I can use spacing between words that reflects the size of the letters.</p>	<p>a.I can use diagonal and horizontal strokes that are needed to join some letters.</p> <p>b.I can use handwriting that is legible and consistent in size.</p> <p>c.I am making attempts to join letters.</p>
Composition (C)	<p>a.I can plan or say out loud what I am going to write about.</p> <p>b.I can write ideas and/or key words, including new vocab to help me plan my writing.</p> <p>c.I have started to show characteristics of chosen written form based on the structure of known texts.</p> <p>d.I can write sentences that are sequenced to form a short narrative (real or fiction / poetry).</p>	<p>a.I can group related ideas together.</p> <p>b.I can write for different purposes.</p> <p>c.I can use appropriate vocabulary, making choices between alternatives supplied e.g. word banks.</p> <p>d.I can evaluate my writing with my teacher and peers.</p> <p>e.I can read aloud my writing to make meaning clear.</p>	<p>a.I can write simple, coherent narratives about personal experiences and those of others.</p> <p>b.I can write about real events, recording these simply and clearly.</p> <p>c.I can use simple, appropriate text features.</p> <p>d.I show an awareness of paragraphs.</p> <p>e.I can use dialogue to show character and viewpoint.</p> <p>f.I can consider and select from alternative word choices related to the subject matter.</p> <p>g.I can use detail to engage the reader.</p> <p>h.I am beginning to proof-read my writing to check for errors in spelling, grammar and punctuation.</p>	<p>a.I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar for my writing.</p> <p>b.I can make simple additions, revisions and proof-reading corrections to my writing.</p> <p>c.I can use a range of complex sentences that use co-ordination and subordination to extend ideas.</p> <p>d.I can choose words for effect.</p> <p>e.I can demonstrate an understanding of a wider range of text types in my writing.</p> <p>f.I can maintain an appropriate form throughout a longer piece of writing.</p> <p>g.I am beginning to use paragraphs to group related ideas together.</p>
Vocabulary, Grammar & Punctuation (VGP)	<p>a.I can use capital letters and full stops in some of my sentences.</p> <p>b.I can use the co-ordinating conjunction 'and' in my writing.</p> <p>c.I have started to use commas for lists.</p> <p>d.I can use subordination to show time and reason e.g. when, because.</p> <p>e.I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</p> <p>f.I can use features of standard English e.g. I was / he was / they were / you were / it was.</p>	<p>a.I can use full stops, capital letters and question marks more consistently.</p> <p>b.I have started to experiment with exclamation marks.</p> <p>c.I can use a range of conjunctions to make compound sentences 'and, but, because, so'.</p> <p>d.I can use pronouns to avoid repetition.</p> <p>e.I can use apostrophes to show contraction / possession.</p> <p>f.I can use adverbs to add detail to actions e.g. walking swiftly</p> <p>g.I can use a range of sentence types: statements / commands / questions / exclamations</p> <p>h.I am beginning to link my ideas using time phrases or pronouns.</p>	<p>a.I can use capital letters and full stops in most of my writing.</p> <p>b.I can use question marks correctly where required.</p> <p>c.I can use a range of co-ordinating conjunctions in my writing: and / or / but</p> <p>d.I can use a range of subordinating conjunctions in my writing: when / if / that / because</p> <p>e.I can use the past and present tense mostly correctly and consistently.</p> <p>f.I can use the present and past tense mostly correctly, including verbs in the continuous form.</p> <p>g.I can use adverbs to add detail to actions.</p>	<p>a.I can use the punctuation taught at KS1 mostly correctly.</p> <p>b.I can use a range of correctly punctuated sentences with different functions.</p> <p>c.I can independently select the correct tense and use this consistently throughout my writing.</p> <p>d.I can use common punctuation accurately, including the use of apostrophes.</p> <p>e.I am starting to use punctuation that is beyond the Yr2 framework.</p> <p>f.I am starting to use grammar that is beyond the Yr2 framework.</p> <p>g.I can discuss my writing using grammatical terminology.</p>

