

## Our Lady's Catholic Primary School (based on curriculum expectations for Reception)

<b>Working towards the expected standard</b>	<b>Working at the expected standard</b>	<b>Early Learning Goals</b>
<p>Birth to three</p> <ul style="list-style-type: none"> <li>• Enjoy drawing freely</li> <li>• Add some marks to their drawings which they add meaning to. For example, “That says mummy”</li> <li>• Make marks on their picture to stand for their name.</li> </ul> <p>Three- and Four-year-old’s can:</p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing ‘m’ for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>• Form lower case and upper-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing them with letter/s</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>All of these aspects secure</b> <b>WTS</b> (Not secure in any of these skills: refer to ELG)</p>	<p><b>All of these aspects secure</b> <b>EXS</b></p>	<p><b>All of these aspects and previous ones,</b> <b>secure</b> <b>Early Learning Goals</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 1)

Working Towards the Expected Standard WTS The pupil can, after discussion with the teacher:	Working at the Expected Standard EXS The pupil can, after discussion with the teacher:	Working at Greater Depth within the Expected Standard GDS The pupil can, after discussion with the teacher:
<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Write phrases and sentences following oral rehearsal.</li> <li>• Link sounds to letter, sounding and naming the letters of the alphabet.</li> <li>• Write a single sentence demarcated with capital letters and full stops</li> <li>• Segment many spoken words into phonemes and represent these by graphemes.</li> <li>• Spell some common exception words (English Appendix 1)</li> <li>• Working towards forming lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Write from left to write.</li> <li>• Begin to read back and check work makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Read own writing aloud clearly for others to hear and discuss</li> <li>• Write phrases and sentences that make sense for the reader</li> <li>• Orally rehearse sentences and sequence them to form short narratives</li> <li>• Join words and clauses with the conjunction 'and'</li> <li>• Use past, present and future accurately in speech and begin to incorporate these in their writing</li> <li>• Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Spell many Y1 common exception words (English Appendix 1) and the days of the week</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way</li> <li>• Make phonically plausible attempts when spelling new words.</li> <li>• Form many letters and digits correctly, with some difference between upper and lower-case letters</li> <li>• Use finger spaces between words</li> <li>• Reads back to check for sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write effectively and coherently for different purposes</li> <li>• Write sentences that are sequenced to form a short narrative.</li> <li>• Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, then, because)</li> <li>• Use capital letters, full stops and question marks mostly accurately</li> <li>• Spell most Y1 common exception words accurately and make phonetically-plausible attempts at spelling unfamiliar words</li> <li>• Form most letters correctly</li> <li>• Reads back checking for sense and begins to make changes.</li> <li>• Form lower case letters of the correct size, relative to one another in some of their writing.</li> </ul>
<p><b>All of these aspects secure WTS</b></p> <p>(Not secure in any of these skills: refer to ELG)</p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 2)

<b>Working Towards the Expected Standard WTS</b>	<b>Working at the Expected Standard EXS</b>	<b>Working at Greater Depth within the Expected Standard GDS</b>
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• Demarcate some sentences with capital letters and full stops</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• Spell some common exception words (English Appendix 1)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use spacing between words.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• Use present and past tense mostly correctly and consistently</li> <li>• Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• Spell many common exception words (English Appendix 1)</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflect the size of the letters.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• Use the punctuation taught at key stage 1 mostly correctly (English Appendix 2)</li> <li>• Spell most common exception words (English Appendix 1)</li> <li>• Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> <li>• Use the diagonal and horizontal strokes need to join some letters.</li> </ul>
<p><b>All of these aspects secure WTS</b></p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 3)

Working Towards the Expected Standard WTS	Working at the Expected Standard EXS	Working at Greater Depth within the Expected Standard GDS
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>Write simple, coherent narratives (at correct pitch), , including about real events.</li> <li>Write in a range of non-narrative forms</li> <li>Use the range of punctuation taught up to and including Y2 mostly correctly (capital letter, full stop, question mark and exclamation mark)</li> <li>Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses</li> <li>Use present and past tense mostly correctly</li> <li>Spell many common exception words from the Year 2 list correctly.</li> <li>Use phonic knowledge and make plausible to spell many words relating to the KS1 programme of study correctly</li> <li>Form capital letters and lower-case letters at the correct size, orientation and relationship to one another.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter writing, report writing)</li> <li>Create settings, character and plot in narrative (at correct pitch)</li> <li>Use speech punctuation correctly when following modelled writing</li> <li>Use paragraphing and organisational devices to structure writing</li> <li>Use some coordinating and subordinating conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to extend sentences and add detail</li> <li>Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</li> <li>Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</li> <li>Spell correctly words from learning in previous year groups, and most words from the Y3 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible</li> <li>Spell most common exception words</li> <li>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters and parallel and equidistant)</li> <li>Join letters with diagonal and horizontal strokes where appropriate</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Use detail and vocabulary to interest and engage the reader</li> <li>Write narratives with some description to setting and character</li> <li>Signpost the reader through non-fiction by using organizational devices</li> <li>Consistently use paragraphs across a range of writing</li> <li>Use a variety of tenses e.g. perfect form</li> <li>Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</li> <li>Extend the range of sentences using a range of conjunctions appropriate to the genre</li> </ul>
<p><b>All of these aspects secure WTS</b></p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 4)

Working Towards the Expected Standard WTS	Working at the Expected Standard EXS	Working at Greater Depth within the Expected Standard GDS
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for a range of purposes, drawing on their own reading to inform the vocabulary and grammar in their writing</li> <li>• Begin to use paragraphs</li> <li>• Create settings and characters in narratives (at correct pitch)</li> <li>• Use subordination and coordination to extend sentences</li> <li>• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)</li> <li>• Use the range of punctuation taught up to and including Y2 correctly and some punctuation taught in Y3 and Y4, including commas for lists, question marks and exclamation marks</li> <li>• Spell correctly many words from previous year groups and some words from the Y4 spelling list</li> <li>• Add suffixes to spell most words correctly in their writing</li> <li>• Write legibly, using diagonal and horizontal strikes to join letters</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences, with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feeling)</li> <li>• Use paragraphs and/or organisational devices for non-fiction for clarity</li> <li>• Create settings, character and plot in narrative (at correct pitch)</li> <li>• Use figurative language to support detail</li> <li>• Use direct speech punctuation correctly most of the time, including commas</li> <li>• Use of comma to mark clauses sometimes</li> <li>• Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</li> <li>• Use a range of conjunctions, adverbs, prepositions and pronouns to extend sentences and for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li> <li>• Use past and present tenses correctly and include a wider range of verb forms (e.g. we were going, they have been), including perfect form</li> <li>• Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials, use of apostrophes)</li> <li>• Some use of fronted adverbials to add interest, followed by a comma</li> <li>• Spell correctly words from learning in previous year groups, and most words from the Y3/4 spelling list, and use phonics and morphology to spell words, using a dictionary to check spellings</li> <li>• Write legibly and with increasing fluency, paying attention to size and spacing</li> <li>• Maintain the use of joined handwriting throughout independent work.</li> <li>• Edit work by making additions or corrections to their writing</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing e.g. figurative language for effect</li> <li>• Write narratives with a well-structured plot to engage the reader</li> <li>• Develop character through description, actions and dialogue</li> <li>• Begin to make choices about using sentences of different lengths and types</li> <li>• Varies sentence starters, considering the placement of the subordinating clauses</li> <li>• Select vocabulary more precisely, especially more sophisticated synonyms.</li> <li>• Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).</li> </ul>
<p><b>All of these aspects secure WTS</b></p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 5)

Working Towards the Expected Standard WTS	Working at the Expected Standard EXS	Working at Greater Depth within the Expected Standard GDS
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purpose</li> <li>• Use paragraphs to organize ideas</li> <li>• In narratives, describe settings and characters (at correct pitch), in detail, including some figurative language</li> <li>• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• More varied tenses used e.g. perfect form, modal, progressive .</li> <li>• Use the range of punctuation taught up to and including Y3 correctly and some punctuation taught in Y4 and Y5</li> <li>• Direct speech punctuation mostly correct.</li> <li>• Use of comma to mark clauses sometimes.</li> <li>• Extends sentences using a range of conjunctions appropriate to the genre.</li> <li>• Spell correctly common exception words and many words from the Y4 spelling lists and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible</li> <li>• Beginning to edit work</li> <li>• Write legibly and joined</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations, appropriate level of formality in speech writing)</li> <li>• In narrative, describe settings, character and atmosphere (at correct pitch)</li> <li>• Make use of figurative language</li> <li>• Select vocabulary more precisely, especially more sophisticated synonyms.</li> <li>• Some use of fronted adverbials to add interest, followed by a comma.</li> <li>• Punctuation for speech is accurate, including comma.</li> <li>• Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</li> <li>• Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses)</li> <li>• Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing</li> <li>• Use verb tenses consistently and correctly throughout most of their writing</li> <li>• Use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses, punctuation for parenthesis, brackets and dashes)</li> <li>• Spell correctly words from learning in previous year groups, and most words from the Y5/6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</li> <li>• Write legibly, fluently and with increasing speed.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions, interactions between characters, range of sentence constructions and types)</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Integrate narratives to convey character and advance action</li> <li>• Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue, passive use of verbs, using model verbs to suggest degrees of possibility.)</li> <li>• Use the range of punctuation taught at KS2 mostly correctly</li> <li>• Sustain and develop ideas within paragraphs</li> <li>• Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech).</li> <li>• Spell correctly most words from the Y5/6 spelling list</li> <li>• Maintain joined, legible handwriting when writing at speed.</li> </ul>
<p><b>All of these aspects secure WTS</b></p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>

## Our Lady's Catholic Primary School (based on curriculum expectations for Year 6/TAF)

Working Towards the Expected Standard WTS	Working at the Expected Standard EXS	Working at Greater Depth within the Expected Standard GDS
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes</li> <li>• Use paragraphs to organise ideas</li> <li>• In narratives, describe settings and characters (at correct pitch)</li> <li>• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>• Spell correctly most words from the Y3/Y4 spelling lists, and some words from the Y5/Y6 spelling lists</li> <li>• Write legibly</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)</li> <li>• In narratives, describe settings, character and atmosphere (at correct pitch)</li> <li>• Integrate dialogue in narratives to convey character and advance the action</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)</li> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• Use verb tenses consistently and correctly throughout their writing</li> <li>• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• Spell correctly most words from the Y5 and Y6 spelling lists, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• Maintain legibility in joined handwriting when writing at speed</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterization, structure)</li> <li>• Distinguish between the language of speech and writing and choose the appropriate register</li> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation to enhance meaning and avoid ambiguity.</li> </ul>
<p><b>All of these aspects secure WTS</b></p>	<p><b>All of these aspects secure EXS</b></p>	<p><b>All of these aspects secure GDS</b></p>