

<b>Child's Name:</b>		<b>Overall Judgement:</b>	
<b>Spelling</b>			
∠	Segment spoken words into phonemes and represent these by graphemes, spelling some words containing the 40+ phonemes taught		
	Spell some common exception words		
△	Spell many words using prefixes and suffixes correctly including (adding s or es, using the prefix un, using ing, ed, er, est, common exception words)		
∠	Spell most words using the 40 phonemes already taught correctly		
▲	Spell words containing the 40 phonemes taught correctly		
	Spell most common exception words		
<b>Punctuation</b>			
∠	Begin to punctuate some sentences with capital letters and full stops		
△	Demarcating most sentences with:	Capital Letters	
		Full Stops	
	With some use of	Question marks	
		Exclamation marks	
▲	Use the full range of punctuation taught in the year mostly correctly including:	Question marks	
		Exclamation marks	
<b>Handwriting</b>			
∠	Form some lower case letters in the correct direction, starting and finishing in the right place		
	Form some capital letters correctly		
	Begin to use spacing between words		
△	Form most lower case letters in the correct direction, starting and finishing in the right place		
	Form most capital letters correctly		
	Leave spaces between words		
	Begin to use capital letters for the names of people, places, days of the week and the personal pronoun I		
▲	Use capital letters for names of people, places, days of the week and the personal pronoun 'I' accurately and consistently		
<b>Grammar</b>			
△	.Join some sentences using <i>and</i>		
▲	Add suffixes to spell most words correctly in their writing including s, es, ing, ed, er, est		
<b>Composition and Effect</b>			
△	Sequence sentences to form narratives		
▲	Sequence sentences to form narratives		
	Join words and clauses using <i>and</i>		
Is the meaning of the writing clear?			
Does it make sense?			
Is there is clear purpose?			

Child's Name:		Overall Judgement:
<b>Spelling</b>		
∠	Segment spoken words into phonemes and represent these by graphemes, spelling some correctly	
	Spelling some common exception words	
Δ	Spell many common exception words	
	Spell some words with contracted forms	
	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly	
▲	Spell most common exception words	
	Spell most words with contracted forms	
	Add suffixes to spell some words correctly in their writing (ment, ness, ful, less, ly)	
<b>Punctuation</b>		
∠	Demarcate some sentences with capital letters and full stops	
Δ	Demarcating most sentences with:	Capital Letters
		Full Stops
	With some use of	Question marks
		Exclamation marks
	Using sentences with different forms in their writing	Statements
		Questions
		Exclamations
▲	Use the full range of punctuation taught at KS1 mostly correctly including:	Commands
		Commas to separate items in a list
		Apostrophes to mark singular possession in nouns.
<b>Handwriting</b>		
∠	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 the writing	
	Use spacing between words	
Δ	Use the diagonal and horizontal strokes needed to join letters in some of their writing	
	Write 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	
▲	Use the diagonal and horizontal strokes needed to join letters in most of their writing	
<b>Grammar</b>		
Δ	Use some expanded noun phrases to describe and specify	
	Use present and past tense mostly correctly and consistently	
	Use coordination (or / and / but)	
	Use some subordination (when / if / that / because)	
<b>Composition and Effect</b>		
Is the meaning of the writing clear?		
Does it make sense?		
Is there is clear purpose?		
Can they proofread and edit their work?		
Is there careful word choice?		

Child's Name:		Overall Judgement:	
<b>Spelling</b>			
∠	Spell most common exception words (KS1)		
	Spell most words with contracted forms		
	Add suffixes to spell most words correctly in their writing ( ment, ness, ful, less, ly)		
△	Spelling some common exception words		
▲	Spell most words correctly including: add prefixes and suffixes to spell many words correctly in their writing		
	Spell many common exception words correctly		
<b>Punctuation</b>			
∠	Use the full range of punctuation taught at KS1 mostly correctly including:	Commas to separate items in a list	
		Apostrophes to mark singular possession in nouns	
△	Accurately demarcate most sentences with:	Capital Letters	
		Full Stops	
		Question marks	
		Exclamation marks	
		Inverted commas	
▲	With some use of	Commas after fronted adverbials	
		Using sentences with different forms in their writing	Statements
			Questions
			Exclamations
Commands			
▲	Indicate possession by using the possessive apostrophe with plural nouns		
	Use inverted commas to punctuate direct speech		
<b>Handwriting</b>			
∠	Use the diagonal and horizontal strokes needed to join letters in most of their writing		
△	Begin to join handwriting using diagonal and horizontal strokes		
▲	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters to leave unjoined		
<b>Grammar</b>			
△	Use commas in lists		
	Add prefixes and suffixes to words, spelling some correctly		
	Use some expanded noun phrases to describe and specify		
	Use the past and present tense accurately and consistently		
▲	Use coordination (or / and / but) and subordination (when / if / that / because)		
	Choose to use nouns and pronouns to avoid repetition		
	Use conjunctions, adverbs and prepositions to express time and cause		
	Use fronted adverbials		
▲	Write sentences with more than one clause using a range of conjunctions including <i>when, if, because, although</i>		
	Use conjunctions, adverbs and prepositions to express time and cause		
	Use fronted adverbials		
	Write sentences with more than one clause using a range of conjunctions including <i>when, if, because, although</i>		
<b>Composition and Effect</b>			
Organise paragraphs around a theme			
In narratives, create settings, characters and plot. In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)			
Is the meaning of the writing clear?			
Does it make sense?			
Is there is clear purpose?			
Can they proofread and edit their work?			
Is there careful word choice?			

Child's Name:		Overall Judgement:
<b>Spelling</b>		
∟	Add prefixes and suffixes to words, spelling some correctly Spelling some common exception words	
△	Spell most words correctly including: add prefixes and suffixes to spell many words correctly in their writing Spell many common exception words correctly	
▲	Spell most common exception words Add prefixes and suffixes to spell most words correctly in their writing	
<b>Punctuation</b>		
∟	Accurately demarcate most sentences with:	Full stops and capital letters
		Question marks and exclamation marks
	With some use of	Commas after fronted adverbials
		Inverted commas
Using sentences with different forms in their writing	Statements and questions	
	Exclamations and commands	
△	Use inverted commas to punctuate direct speech	
▲	Use the full range of punctuation taught since KS1 mostly correctly including:	
	Inverted commas and other punctuation for direct speech	
	Commas after fronted adverbials	
	Apostrophes to mark plural possession in nouns	
<b>Handwriting</b>		
∟	Begin to join handwriting using diagonal and horizontal strokes	
△	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters to leave unjoined	
▲	Use the diagonal and horizontal strokes needed to join letters in most of their writing and increase the legibility and consistency of their handwriting	
<b>Grammar</b>		
∟	Use commas in lists	
	Use some expanded noun phrases to describe and specify	
	Use the past and present tense accurately and consistently	
	Use coordination (or / and / but) and subordination (when / if / that / because)	
△	Indicate possession by using the possessive apostrophe with plural nouns	
	Choose to use nouns and pronouns to avoid repetition	
	Use conjunctions, adverbs and prepositions to express time and cause	
	Use fronted adverbials	
▲	Use the present perfect form of verbs to contrast to the past tense	
<b>Composition and Effect</b>		
Organise paragraphs around a theme		
In narratives, create settings, characters and plot. In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)		
Write sentences with more than one clause using a range of conjunctions including <i>when, if, because, although</i>		
Is the meaning of the writing clear?		
Does it make sense?		
Is there is clear purpose?		
Can they proofread and edit their work?		
Is there careful word choice?		

Child's Name:		Overall Judgement:
<b>Spelling</b>		
∠	Spell most common exception words	
	Add prefixes and suffixes to spell most words correctly in their writing	
△	Spell most words correctly (years 3 and 4)	
∠	Spell some words correctly (years 5 and 6)	
▲	Spell most words correctly (years 5 and 6)	
<b>Punctuation</b>		
∠	Use the full range of punctuation taught since KS1 mostly correctly	Inverted commas and other punctuation for direct speech Commas after fronted adverbials Apostrophes to mark plural possession in nouns
△	Use mostly accurately	Capital Letters Full Stops Question marks Exclamation marks Commas for lists Apostrophes for contraction
▲	Use mostly correctly	Inverted commas Commas for clarity Punctuation for parenthesis
	Make some correct use of	Semi-colons Dashes Colons Hyphens
<b>Handwriting</b>		
∠	Use the diagonal and horizontal strokes needed to join letters in most of their writing and increase the legibility and consistency of their handwriting	
△	Produce legible, joined handwriting	
▲	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	
<b>Grammar</b>		
∠	Use the present perfect form of verbs to contrast to the past tense	
△	Use different verb forms mostly accurately	
	Use coordinating and subordinating conjunctions	
	Use some cohesive devices within and across sentences and paragraphs	
▲	Use a wide range of clause structures, sometimes varying their position within the sentence	
	Use passive and modal verbs mostly appropriately	
	Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly	
<b>Composition and Effect</b>		
△	Use paragraphs to organise ideas	
	Describe settings and characters	
▲	Create atmosphere and integrate dialogue to convey character and advance the action	
	Use a wide range of cohesive devices including adverbials within and across sentences and paragraphs	
Is the writing effective?		
Does it make sense?		
Is there is clear purpose?		
Can they proofread and edit their work?		
Is there careful word choice?		

Child's Name:		Overall Judgement:	
<b>Spelling</b>			
∠	Spell most words correctly (years 3 and 4) and some words from the year 5 and 6 spelling list		
△	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
<b>Punctuation</b>			
∠	Use mostly accurately	Capital Letters	
		Full Stops	
		Question marks	
		Exclamation marks	
		Commas for lists	
△	Use mostly correctly	Apostrophes for contraction	
		Inverted commas	
		Commas for clarity	
		Punctuation for parenthesis	
		Semi-colons	
		Dashes	
▲	Use mostly correctly	Colons	
		Hyphens	
		Semi-colons to mark the boundary between independent clauses	
		Colons to mark the boundary between independent clauses	
	Use the full range of punctuation taught at KS2 mostly correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity		
<b>Handwriting</b>			
∠	Write legibly		
△	Maintain legibility in joined handwriting when writing at speed		
▲	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters		
<b>Grammar</b>			
△	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)		
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
	Use verb tenses consistently and correctly throughout their writing		
	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
<b>Composition and Effect</b>			
∠	Write for a range of purposes		
	Describe settings and characters in narratives		
	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
△	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)		
	Integrate dialogue in narratives to convey character and advance the action		
	In narratives, describe settings, characters and atmosphere		
▲	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, characterisation, structure)		
	Distinguish between the language of speech and writing and choose the appropriate register		
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
Is the meaning of the writing clear?			
Does it make sense?			
Is there is clear purpose?			
Can they proofread and edit their work?			
Is there careful word choice?			