



Early Learning Goals		
Criteria	Pupil	Teacher
I can hear and say initial sounds to help me write words.		
I can use my phonic knowledge to write words which match their spoken sounds.		
I am beginning to write irregular common words.		
I can read most of the words that I have written.		
Some of my letters are clear for my teacher to read.		



Year 1 – Working towards national standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have remembered to use some capital letters and full stops correctly.		
	I am starting to use 'and' to link my ideas.		
	I have left spaces between most of my words.		
	I sometimes use a simple adjective, such as colours, to describe what I am writing about.		
<b>Composition</b>	Most of my words are in the correct order to form a simple sentence.		
	I can read most of the words that I have written.		
	I am starting to correct my work when I read it back to an adult.		
<b>Handwriting</b>	I have formed some of my letters correctly and considered their shape and size.		



Year 1 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary. Grammar and Punctuation</b>	I have mostly used capital letters and full stops correctly. If needed, I will use ? or !		
	I have used 'and' to link my ideas.		
	I have left spaces between my words.		
	I have used simple adjectives, such as colours, to describe what I am writing about.		
<b>Composition</b>	My sentences are sequenced correctly.		
	I have used basic opening phrases or connecting vocabulary to link my ideas such as 'also' or 'then'.		
	I have re-read my simple sentences so that they make sense.		
<b>Handwriting</b>	I have formed most of my letters correctly and considered their shape and size.		



Year 1 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used capital letters and full stops correctly. I can correctly use '?' or '!' most of the time.		
	I have used some simple connectives to link my ideas such as 'but', 'because' and 'so'.		
	I have used some commas to separate adjectives.		
	I have used more descriptive adjectives to describe what I am writing about such as 'stripy or 'pretty'.		
<b>Composition</b>	My sentences are sequenced correctly in a longer piece of writing.		
	I have used new opening phrases or connecting vocabulary to link my ideas such as 'suddenly' or 'next.		
	I have re-read my sentences within a longer piece of writing so that they make sense.		
<b>Handwriting</b>	I have started to use some of the horizontal and diagonal strokes to join my letters.		



Year 2 – Working towards national standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have used capital letters and full stops correctly. I can correctly use '?' or '!' most of the time.		
	I have used capital letters for proper nouns.		
	I have used some simple connectives to link my ideas such as 'but', 'because' and 'so'.		
	I have used some commas to separate adjectives and items in a list.		
	I have started to use apostrophes to show possession.		
	I have used more descriptive adjectives to describe what I am writing about.		
<b>Composition</b>	My sentences are sequenced correctly in a longer piece of writing.		
	I have re-read my sentences within a longer piece of writing so that they make sense.		
<b>Handwriting</b>	I have started to use some of the horizontal and diagonal strokes to join my letters.		



Year 2 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have mostly used capital letters and full stops, exclamation marks and question marks correctly in longer pieces of writing.		
	I mostly have used commas to separate items in a list correctly.		
	I have started to use apostrophes for contractions and to show simple possession.		
	I have used a range of connectives to link my ideas, such as 'or, and, when, but, so and because' to link my ideas.		
	I have used adverbs in my writing.		
	I have used past and present tense correctly.		
	I have used more adventurous adjectives, such as 'fierce and hairy', to build more complex noun phrases.		
<b>Composition</b>	I have produced a piece which is relevant to the task.		
	I have tried to organise and group my ideas together.		
	I have re-read my writing to check for meaning and so that it makes sense.		
<b>Handwriting</b>	I have formed all of my letters correctly and the shape and size of them is consistent.		
	I have used some diagonal and horizontal stokes to join my letters.		



Year 2 - Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
<b>Vocabulary, Grammar and Punctuation</b>	I have always used capital letters and full stops, exclamation marks and question marks correctly in longer pieces of writing.		
	I have used commas to separate items in a list correctly.		
	I have used apostrophes to show simple possession and sometimes for contractions.		
	I have used new connectives, such as 'after' or 'before', to sequence my ideas.		
	I have used more adventurous adverbs in my writing, such as 'bravely' or 'rapidly'.		
	I have consistently used the progressive form throughout my writing.		
	I have consistently used more adventurous adjectives to build more complex noun phrases.		
<b>Composition</b>	I have produced a detailed piece of writing which is relevant to the task.		
	I have consistently used the correct key features in a longer piece of writing from examples of similar writing I have seen.		
	I have re-read my writing to check for meaning and so that it makes sense.		
<b>Handwriting</b>	I have used diagonal and horizontal stokes consistently.		