

Dimple Well Infant School and Nursery



English Policy

Approved by Governors

October 2020

Dimple Well Infant School and Nursery.

English Policy

1. Aims and Objectives.

- To ensure that our children leave our school as competent speakers, listeners, readers and writers through a broad and balanced curriculum appropriate to their needs.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To enable children to communicate orally, fluently and confidently to a variety of audiences, using the spoken word to express their responses articulately.
- To enable children to listen attentively to others, responding to them appropriately, and respecting their opinions.
- To develop confident, independent readers able to make choices and preferences.
- To encourage children to regard themselves as readers for life, not only to read for information, but also to discover the pleasure to read for enjoyment.
- To help children enjoy writing and to recognise its value.
- To encourage children to regard themselves as writers for a variety of purposes and audiences.
- To nurture the importance of neat presentation in order to communicate their written ideas.

2. Literacy Curriculum Planning.

Speaking, listening, reading and writing are closely related and we recognise that:-

- They rarely occur in isolation
- Their development goes hand in hand
- They are the most important means of communicating, thinking and learning.

Literacy is a core subject in the National Curriculum. We use the National Curriculum for English 2014 as the basis for implementing the statutory

requirements of the programme of study for English. In the Foundation Stage we relate the Literacy aspects of the children's work to the objectives set out in the E.Y.F.S. curriculum.

Curriculum planning is carried out in three phases (long term, medium term and short term.) The National Curriculum for English 2014 details what we teach in the long term. Our medium term plans give details of the main teaching objectives for each term. These define what we teach and ensure an appropriate balance and distribution of work across each term. Our short term weekly plans include objectives that are taught but also give details regarding specific activities, use of resources and differentiation.

3. Speaking and Listening.

We recognise the importance of spoken language in pupils' development across the whole curriculum and that spoken language underpins the development of reading and writing.

Interactive teaching strategies are used to engage all pupils in order raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

At Dimple Well children are provided with many opportunities for speaking and listening. These include group and class discussions, class assemblies, circle time, whole school productions and end of year leavers' assembly. In Key Stage 1 pupils are actively encouraged to use ambitious vocabulary. In Foundation Stage speaking and listening is incorporated across the curriculum, imaginative play areas offer carefully planned role play opportunities.

4. Phonics

Phonics is taught daily across school. These begin in Nursery where the focus is developing listening skills. These skills then progress to recognising, decoding and writing words and phrases containing different phonemes and alternative ways of representing these sounds in Foundation Stage and Year One. In Year Two a greater emphasis is placed upon spelling and spelling patterns.

5. Reading.

At Dimple Well reading is taught throughout the curriculum but it is also taught discretely in literacy lessons and during guided reading sessions using a combination of strategies. These include modelled reading sessions, shared reading sessions, individual and guided reading.

Modelled reading - where the teacher provides a demonstration of reading aloud and how using expression aids understanding of the text for a listener. Teachers will also explicitly model how to decode words and build up the recognition of some common words so that they become sight vocabulary.

Shared reading - where the teacher encourages participation whilst taking the lead role. Comprehension skills are also developed.

Guided Reading - where the teacher groups children according to developmental stage or needs. Discussions of strategies used for decoding words or discussing aspects of the text will be encouraged. Guided reading is an opportunity to teach a specific aspect of reading. Teachers use a range of questions to assess children's knowledge and understanding. Children's responses and progress are recorded as part of the guided reading process so that a picture can be built up regarding progress.

Children should experience all of the above approaches each week. In addition to this there is individual reading. All children are heard read individually but children who need extra support or are in the early stages of reading are heard read individually more frequently by the class teacher or by volunteers from the community and parents to support children when reading in school.

Home Reading - Parental involvement in reading for all children is important. A shared reading partnership between home and school is established. Children are encouraged to read their core reading book at home and alongside this the children have the opportunity to select a library book to share at home.

Resources

Each class has a reading area in the classroom where books are displayed in an attractive manner. Children are taught from the very earliest of stages how to care for books. Books need to be attractive and in good condition if children are to have a positive attitude towards reading and a genuine care for books. Children are encouraged to borrow books both fiction and non fiction books from the library trolley. A library area is situated outside Class 4 where books are organised to support support topic work in the classroom. At Dimple Well we also believe that it is important to use displays and constant provision areas make a focal point of attractive books in order to foster an interest in books and reading.

Reading for pleasure is promoted in school. A range of story books are provided at playtime for children to access. The children take part in EOCT book awards where children vote for the best new book. World Book Day is celebrated and special story times occur where pupils choose which story they would like to listen to are a regular event.

6. Writing

At Dimple Well Infant School and Nursery we endeavour to foster an enjoyment of writing and to provide children with many opportunities for writing, both formally and informally. We encourage children to become creative, imaginative and confident writers. Attention is paid throughout the

school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writers covers the 'transcription' and 'composition' elements of the National Curriculum (2014). Teachers are flexible in using a range of strategies to suit the needs of the children and the text type being taught.

In Foundation Stage, children are encouraged to write, through providing mark making opportunities into the different areas of provision in the classroom. For example whiteboards and laminates in the construction areas, shopping lists and notepads in the home corner. Children are also encouraged to take part in focused writing tasks so that writing can be modelled and pupils writing can be supported and developed.

In Key Stage One, writing experiences are supported through displays, classroom environments and materials provided. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions and class groupings are used to target the specific needs of both groups and individuals. Children are given the opportunity to write at length in extended, independent writing sessions on a regular basis.

7. Grammar and Spelling

The teaching of Grammar and Spelling is in line with the requirements of the National Curriculum (2014). Our expectations are outlined in 'Dimple Well's Definites' (see Appendix 1). It details the expectations and agreed terminology which must be used by each year group.

To be able to spell correctly is an essential skill. In Foundation Stage and Year One daily phonics is the key to the children's learning of spellings. Children are taught to blend sounds to read and segment words to spell. At the same time they learn words that are not phonetically regular (common exception words). From Year One common exception words are sent home and regularly assessed.

At Dimple Well Infant and Nursery School we use a multi-sensory approach to learn each phoneme in the Letters and Sounds document for our phonics teaching. During each phonic session children are taught to:-

- Discriminate between separate sounds in words.
- Learn the letter and letter combinations most commonly used to spell those sounds.
- Read words sounding out and blending their separate parts.
- Write words by segmenting them and combining spelling patterns of their sounds.

Each phonic lesson follows the cycle of review, teach, practise and apply.

From Year Two the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling, helping children to understand how to use and apply

known spelling patterns and rules is the key to helping them become successful spellers.

8. Handwriting

We encourage the children to take pride in the presentation of their written work and to develop a neat and correctly formed handwriting style (see appendix 2).

In the Foundation Stage children are provided with a range of activities such as threading and play dough to develop their hand muscles and body awareness. Letter formation is introduced linked to the phonics being covered at the time. It is taught in a multi-sensory way with children encouraged to practise letter formation through tracing and copying over letters in a variety of media, including sand, paint and shaving foam. Letter formation is also developed on a large scale using the Interactive Whiteboard.

In Year 1 and Year 2 children are given short formal weekly lessons to follow instruction on letter formation and orientation. We use a Sassoon primary handwriting style, which is cursive. Joins are also introduced in Year 2 (see appendix).

In all the classrooms the correctly formed handwriting style is displayed and modelled by both teachers and teaching assistants.

9. Use of ICT

Opportunities to use ICT to support the teaching and learning in literacy are planned into the curriculum, e.g. use of clicker, word processing, text ease, ipads and using the internet to research topics.

10. Assessment and Target Setting

Children's work is continually assessed and monitored. Class assessment grids are completed to show areas of strength and areas for development. These objectives are in line with the National Curriculum (see appendix 3). In Foundation Stage the '2 simple' software is used to gather evidence and track progress.

Children's work is regularly marked using "Yippee Yellow" and "Growing Green" comments. Symbols are used to identify key skills and next steps for development.

Each term children's progress in reading and writing is updated using class tracking grids.

End of year assessments.

Key Stage 1 Teacher Assessment Tasks and Tests.

These are administered in May. Judgements in speaking and listening, reading and writing are made using the appropriate criteria and are reported to parents at the end of Year 2.

Foundation Stage Profile.

Throughout the reception year the Foundation Stage curriculum is taught and the EYFS Profile is completed. This covers all aspects of Literacy including 'Communication and Language', and 'Literacy.'

Year 1 Reading Test.

A phonic screening test is completed in May. Scores are reported to parents and any pupil who has not met the required standard is retested the following year.

11. Inclusion and Special Educational Needs.

We aim to provide for all children so that they achieve to their full potential.

We identify which children or groups of children are underachieving and take steps to improve their attainment through additional support, including catch up and individual reading.

12. Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

13. Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in literacy through monitoring and evaluating:-

- Children's progress
- Quality of the learning environment
- Quality of teaching and learning
- Planning
- Use of support staff

14. Parental Involvement

At Dimple Well we value the support parents give and endeavour to keep them fully informed in their child's progress through written reports, parent evenings and on other informal occasions as the need arises. Literacy is an

area of the curriculum where parents' support is invaluable. We send reading books home with the children to read with a parent. The regular extra practise and benefit of a one to one reading time greatly assists the child's progress and helps the child to establish good reading habits. Parents are also informed of ways in which they can help their child through curriculum information sheets and termly parent surgeries.

Parents are invited into school at regular intervals to enjoy school productions and class assemblies. This allows children to perform to an audience. We aim to display written work attractively for and visitors to see when they come into school. This helps to build the child's self esteem, set high standards and celebrate success.

Appendix 1 – Dimple Well Definites

Appendix 2 – Handwriting Style

Appendix 3 – Assessment Grids

Early Years	<h2 style="text-align: center;">Dimple Well Definites - Phonics</h2> 
Nursery	<p>Phase 1</p> <ul style="list-style-type: none"> • Show awareness of rhyme • Distinguish between different sounds in the environment and the sounds in words • Explore and experiment with sounds and words • Begin to orally blend and segment the sounds in words • Children need to develop their listening skills
Reception	<p>Phase 2 (up to 6 weeks)</p> <ul style="list-style-type: none"> • Using common consonants and vowels • Blending for reading and segmenting for spelling simple CVC (Consonant - Vowel - Consonant) words e.g. c-a-t • Knowing that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) • Letter progression: <ul style="list-style-type: none"> - Set 1 - s, a, t, p Set 2 - l, n, m, d Set 3 - g, o, c, k Set 4 - ck (clock), e, u, r Set 5 h, b, f, ff (huff), l, ll (full) <p>Phase 3 (up to 12 weeks)</p> <ul style="list-style-type: none"> • Know one grapheme for each 43 phonemes • Read and spell CVC words using letters and short vowels • Letter progression: <ul style="list-style-type: none"> - Set 6 - j, v, w, x Set 7 - y, z, zz (fizz), qu (quiz) • Read and spell CVC words using a wide range of letters, short vowels, some consonant digraphs (sounds made up of 2 letters, the first being a consonant) ch (chip), sh (shop), th (that), ng (sing) • Reading and spelling a wide range of CVC words using all letters from phase 2 and less frequent consonant digraphs and some long vowel phonemes • Graphemes : ear (hear), air (fair), ure (pure), er (hammer), ar (car), or (torn), ur (turn), ow (cow), oi (coin), ai (train), ee (sheep), igh (night), oa (boat), oo (book/look)

Early Years	<p style="text-align: center;">Dimple Well Definites - Reading</p> 
Nursery	<ul style="list-style-type: none"> • Handle books carefully • Hold books the correct way up and turn pages appropriately • Know that the printed words convey meaning • Listen to (and join in with) stories, poems and rhymes; in both small and larger groups • Enjoy books
Reception	<ul style="list-style-type: none"> • Recognise and join in with rhyme and alliteration in spoken words • Blends phonemes to read CVC words • Links sounds to letters naming and sounding the alphabet • To pick up a book and use it correctly - enjoyment of books • Tell a story from the pictures • Use picture clues to support reading unknown words • To be using and applying phase 3 phonics

Early Years	Dimple Well Definites - Writing		
			
	Spelling and Handwriting	Composition	Vocabulary, Grammar, Punctuation
Nursery	<p>Spelling</p> <ul style="list-style-type: none"> • Copy their name, forming identifiable letters <p>Handwriting</p> <ul style="list-style-type: none"> • Show basic control of mark making implements (e.g. lines, circles) • Know there is a correct way to form a pen grip 	<ul style="list-style-type: none"> • Ascribe meaning to the marks they make e.g. pretend shopping list 	
Reception	<p>Spelling</p> <ul style="list-style-type: none"> • Write own name using capital letters where appropriate • Attempt to write labels and captions • Use phonic knowledge to write simple regular words <p>Handwriting</p> <ul style="list-style-type: none"> • Hold a pencil correctly • Form some recognisable letters using the correct sequence of movements 	<ul style="list-style-type: none"> • Can write a simple sentence 	<ul style="list-style-type: none"> • Start to leave spaces between words • Use the personal pronoun 'I'

Year 1

Dimple Well Definites - Phonics



Phase 4 (4 to 6 weeks)

- No new phonemes or graphemes are introduced in this phase. Children consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants (e.g. went: w-e-n-t) and polysyllabic words (words with more than one syllable)
- Blend adjacent consonants in words and applying this skill when reading unfamiliar texts
- Segmenting adjacent consonants in words and apply this in spelling

Phase 5 (Approximately 1 year)

- Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and pronunciations for these and graphemes they already know, where relevant
- Reading phonically decodable two-syllable and three syllable words
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes
- New graphemes for reading: ay (day), oy (boy), wh (when), a-e (make), ou (out), ir (girl), ph (photo), e-e (these), ie (tie), ue (blue), ew (new), i-e (like), ea (eat), aw (saw), oe (toe) o-e (home), ey (honey), au (Paul), u-e (rule),
- Known graphemes for reading: alternative pronunciations - a: hat, acorn, fast was e: bed, he, i: tin, find o: hot, no u: but, unit, pull
- New phoneme: zh (vision)
- Work on spelling complex words using phonetically plausible attempts

Year 1

Dimple Well Definites - Reading



Reading words

- Use knowledge of sounds to decode words (starting with CVC/CCVC/CVCC words)
- Recognise all the basic sounds made by letters or letter groups including alternative sounds for some e.g. ea, ow
- Read new words by blending sounds that have been taught
- Read common exception words, noting unusual spelling and sounds (first 100 sight words can help here)
- Read words ending with -s, -es, -ing, -ed, -er and -est endings
- Read other words with more than one syllable using blends that have been taught
- Read contractions e.g. I'll, we'll, that's and know the apostrophe stands for missing letter(s)
- Read accurately books that match their developing knowledge of sounds
- Re-read books to build up fluency and confidence

Comprehension

- Listen to and talk about stories, poems and information books
- Become familiar with key stories, fairy stories and traditional tales
- Join in with phrases that come up again in the story
- Learn some rhymes by heart
- Talk about the meaning of new words and link these to other words known already
- Understand the story and predict what might happen next
- Talk about the title and layout of information books
- Explain clearly what is read to them and listen to others' ideas

Year 1

Dimple Well Definites - Writing



	Spelling and Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p>Spelling</p> <ul style="list-style-type: none">• Simple words containing the 40+ sounds taught so far• Common exception words (first 100 words)• Days of the week• Name the letters of the alphabet in order and use them to distinguish between alternative spellings• Add -s and -es for plurals• Use the prefix -un• Add -ing,-ed, -er and -est to root words <p>Handwriting</p> <ul style="list-style-type: none">• Sit correctly and use a correct pencil grip• Start and finish lower case letters in the right place, noting that there are groups of letters formed in similar ways• Form capital letters and digits 0 to 9	<ul style="list-style-type: none">• Rehearse sentences aloud before writing• Write a sequence of sentences to form a short narrative• Write sentences for different purposes eg non-fiction, instructions, descriptions• Re-read for sense• Read sentences aloud for adults or children• Talk about what they have written	<ul style="list-style-type: none">• Leave spaces between words• Join words and phrases with the word 'and'• Start to punctuate sentences with capital letters, full stops, question marks and exclamation marks• Use capitals for names of people and places, days and personal pronouns 'I'• Use the correct term to talk about parts of sentences including: singular, plural, punctuation

Year 2

Dimple Well Definites - Phonics



Phase 6 (Approximately 1 year)

During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what they are learning. Over time children need to develop self-regulating comprehension strategies::

- Activating prior knowledge
- Clarifying meanings - with a focus on vocabulary work
- Generating questions, interrogating the text
- Constructing mental images during reading
- Summarising

- Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words
- Addition of suffixes -s, -es, -ing, -ed, -er, -ment, -ness, -ful, -less, -ly

Year 2

Dimple Well Definites - Reading



Reading words

- Use knowledge of sounds becoming confident about decoding so that reading is fluent
- Blending sounds that have been taught so far and recognise alternative sounds for letter groups
- Read words with two or more syllables using letter groups that have been taught
- Read a wider range of common exception words, noting unusual spelling and sounds (next 200 sight words can help here)
- Read words with common endings (suffixes) by building on the root word
- Read most words quickly and accurately when they have been fluently met
- Read aloud books that are closely matched to knowledge of letters and sounds, with increasing fluency
- Re-read books to build up fluency and confidence

Comprehension

- Develop pleasure in reading by listening to and talking about modern and classic poems, stories and information books
- Becoming more familiar with and retell key stories, fairy stories and traditional tales
- Build up a repertoire of poems learnt by heart
- Talk about the meaning of new words and link these to other words already known
- Understand the books they can read and those they listen to by discussing, answering questions and expressing ideas

Year 2

Dimple Well Definites - Writing



	Spelling and Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p>Spelling</p> <ul style="list-style-type: none">• Break words into sounds and write these, spelling many correctly• Learn to spell some common homophones eg two, too, to, there, their• Spell common exception words• Spell more words with contracted forms eg that's, we'd• Use the common apostrophe to show possession in the singular eg the girl's book• Add suffixes -ment, -ness, -ful, -less, -ly• Write simple sentences dictated by the teacher <p>Handwriting</p> <ul style="list-style-type: none">• Use consistent spacing between words• Form lower case letters of correct and consistent size• Write capital and digits of correct size and the right way round• Start to use diagonal joining strokes and know which ones are best left unjoined	<ul style="list-style-type: none">• Planning ahead what the writing will say• Read aloud the writing with expression to make the meaning clear• Re-read and improve the writing to check for sense and correct errors• Develop more stamina for writing to describe events, write poetry and write for different purposes	<ul style="list-style-type: none">• Learning additional punctuation including commas for lists and apostrophes for possessive (singular) and contracted forms of words• Use a range of sentences eg statements, questions, exclamations, commands• Add descriptive words eg 'the blue butterfly', the torn dress'• Use the present and the past tenses correctly• Use words to add phrases or parts of sentences eg when, if, that, because, or, and, but• Use the correct terms to talk about parts of sentences including:<ul style="list-style-type: none">- statement, question, exclamation, command- compound, suffix, adjective, adverb, verb, tense- apostrophe, comma

Appendix 2

Dimple Well Infant School and Nursery

Handwriting Style

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Year One Writing Transcription		Spelling														
		Can use the 40 phonemes taught at this stage			Can spell Y1 CEW			Can spell the days of the week.	Can name the letters of the alphabet	In discussion with the teacher can use the prefix -un	Can use suffixes s, es, ing, ed, er, est					
		s	ma	mos	s	ma	mos				s	es	ing	ed	er	est
Handwriting																
Hold a pencil comfortably	Sit the letters on the line	Form lower case letters in the correct direction	Form lower case letters starting and finishing in the correct place.	Form capital letters	Form digits 0 - 9	Understand which letters belong to which handwriting family										

<p style="text-align: center;">Year One Writing Composition</p>	Composition					
	Saying out loud what they are going to write about	Compose a sentence orally before writing about it	Sequencing sentences to form short narratives	Re reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar and Punctuation				
Leave spaces between words	Joining words and clauses using and	Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	Use a capital letter for names, places, days of the week and I	Use the grammatical terminology in English in discussing their writing

Reading Comprehension Year 2

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond what they can read independently	Being encouraged to link what they read or hear to their own experiences	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Recognising and joining in with predictable phrases	Learning to appreciate rhymes and poems and to recite some by heart	Draw on what they already know or on background information and vocabulary provided by the teacher	Check that the text makes sense to them as they read

Discuss the significance of titles and events	Make inference on the basis of what is being said and done	Predict what might happen in a story on the basis of what has been read already	Participate in discussion about what is read to them, taking turns and listening to what others say	Explain clearly their understanding what is read to them	Notes

Year One Word Reading	Word Reading									
	Apply phonics knowledge as the route to decode words	Respond speedily with the correct sound to graphemes Phase 2 / 3 / 5	Read accurately by blending sounds in unfamiliar words	Read CEW (Year 1)	Read words with suffixes s, es, ing, ed, er, est	Read words with more than one syllable	Read words with contractions and understand that the apostrophe represents the omission	Read books aloud, accurately that are consistent with their developing phonic knowledge	Reread a piece of text to build up fluency	Notes

<p>Year 2 Reading Assessment</p> <p>Each of the three standards within the interim framework contains a number of ‘pupil can’ statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).</p>	
<p>Working towards the expected standard (end of KS1)</p>	
<p>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p>	
<p>read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</p>	
<p>read many common exception words*</p>	
<p>In a book closely matched to the GPCs as above, the pupil can read aloud many words quickly and accurately without overt sounding and blending</p>	
<p>sound out many unfamiliar words accurately</p>	
<p>In discussion with the teacher, the pupil can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them</p>	
<p>Working at the expected standard (end of KS1)</p> <p>The pupil can</p>	
<p>read accurately most words of two or more syllables</p>	
<p>read most words containing common suffixes*</p>	
<p>read most common exception words*</p>	
<p>read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</p>	

sound out most unfamiliar words accurately, without undue hesitation			
In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them			
answer questions and make some inferences on the basis of what is being said and done			
Working at greater depth within the expected standard (end of KS1)			
The pupil can, in a book they are reading independently:			
make inferences on the basis of what is said and done			
predict what might happen on the basis of what has been read so far			
make links between the book they are reading and other books they have read			

<p>Year 2 Writing Assessment</p> <p>Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s). Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'Working towards' and 'Working at the expected standard'.</p>			
<p>Working towards the expected standard (end of KS1)</p>			
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p>			
<p>demarcating some sentences with capital letters and full stops</p>			
<p>segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</p>			
<p>spelling some common exception words</p>			
<p>forming lower-case letters in the correct direction, starting and finishing in the right place</p>			
<p>forming lower-case letters of the correct size relative to one another in some of the writing</p>			
<p>using spacing between words</p>			
<p>Can orally rehearse sentences before they write them</p>			
<p>Working at the expected standard (end of KS1)</p>			
<p>write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>			
<p>write about real events, recording these simply and clearly</p>			
<p>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>			
<p>use present and past tense mostly correctly and consistently</p>			
<p>using co-ordination (or / and / but)</p>			
<p>using some subordination (when / if / that / because)</p>			

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			
use spacing between words that reflects the size of the letters			
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
Can write dictated sentences using the GPC's, CEW and Punctuation taught so far			
Can plan what they are going to write incl writing ideas, key words and vocabulary on a planning sheet			
Using some correct spellings of homophones and near homophones in their writing			
Writing Poetry (P) Instruction (I) About Real Events (R)			
Beginning to show stamina for writing, when writing for different purposes			
Can check work with an adult and make corrections			
Year 2 Writing Assessment Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s). Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'Working towards' and 'Working at the expected standard'.			
Working at greater depth within the expected standard (end of KS1)			
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
use the punctuation taught at key stage 1 mostly correctly			
Using possessive apostrophes			
Using commas in lists followed by and (e.g. red, blue, green and black)			
spelling most words with contracted forms			
make simple additions, revisions and proof-reading corrections to their own writing			
spelling most common exception words			

adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly, ed, ing, er, y, s/es			
use the diagonal and horizontal strokes needed to join some letters.			
Has stamina for writing when writing for different purposes			
Can independently proof read own work and make corrections as needed			
Can read their writing with intonation to make the meaning clear to the listener			