

Transcription

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Child's speak target: <i>I can spell words correctly by saying them out loud.</i> Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Pupil can sometimes spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible.	Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall.	Pupil can spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.
Child's speak target: <i>I am learning new ways for spelling words which sound the same but have different meanings.</i> Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. GD objective: Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and use them in their work.	Pupil can, with support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.	Pupil can usually spell single-syllable and multi-syllabic words containing new spellings of known phonemes: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader (see Appendix 1 pg 45). Pupil can distinguish between and usually correctly spell common homophones, e.g. some/sum, blew/blue, knight/night.	Pupil can spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupil can distinguish between, and almost always correctly spell, common homophones.
Child's speak target: <i>I know how to spell words that do not follow a spelling pattern.</i> Spell by learning to spell common exception words. GD objective: Spell by learning to spell common exception words and use them correctly in their writing.	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people (see Appendix 1 pg 48 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.

Year 2 English Progression

Child's speak target: <i>I can spell some words by using 'rules' I already know.</i> Spell by learning to spell some words with contracted forms. GD objective: Spell by learning to spell a range of words with contracted forms.	Pupil can, with support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will (see Appendix 1 pg 47).	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.
Child's speak target: <i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i> Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.	Pupil can, with support, place the possessive apostrophe accurately in words with singular nouns.	Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. Megan's, Ravi's, the girl's, the child's, the man's (see Appendix 1, pg 47).	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.
Child's speak target: <i>I can show I know the difference between homophones and near-homophones in my spelling.</i> Spell by distinguishing between homophones and near-homophones. GD objective: Spell by distinguishing between homophones and near-homophones and spell them correctly.	Pupil can, with support, distinguish between and sometimes correctly spell homophones and near-homophones.	Pupil can usually distinguish between, and correctly spell, homophones and near-homophones: e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear (see Appendix 1 pg 48).	Pupil can consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.
Child's speak target: <i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. GD objective: Independently apply suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly in a range of contexts.	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily (see Appendix 1, pg 47).	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.

Year 2 English Progression

Child's speak target: <i>I can spell the words correctly in my Year 2 spelling list.</i> Apply year 2 spelling rules and guidance. GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts.			
Child's speak target: <i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Pupil can remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children.	Pupil can consistently and confidently remember and write a dictated sentence, applying phonic knowledge and punctuation accurately.

Handwriting

Child's speak target: <i>When I write, my letters are the same size.</i> Form lower-case letters of the correct size relative to one another. GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences.	Pupil can correctly form some lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat.	Pupil can form almost all lower-case letters correctly as outlined in the school's handwriting policy, with consistent control over their size. Presentation is almost always neat.
Child's speak target: <i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. GD objective: Use some of the diagonal and horizontal strokes needed to join letters and	Pupil can, with support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Pupil can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.

understand which letters, when adjacent to one another, are best left unjoined.			
Child's speak target: <i>I can write letters and numbers that are the right way round and the right size.</i> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. GD objective: Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.	Pupil can form some capital letters, digits and lower-case letters showing some control over the orientation and size.	Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.	Pupil can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.
Child's speak target: <i>I know where to leave spaces between words.</i> Use spacing between words that reflects the size of the letters. GD objective: Use spacing between words that reflects the size of the letters without support or prompts.	Pupil can sometimes leave appropriately sized spaces between words.	Pupil can usually leave appropriately sized spaces between words: e.g. knows to leave room for own lower-case letter a between words.	Pupil can consistently leave appropriately sized spaces between words.

Composition			
Child's speak target: <i>I am beginning to write stories about things that have happened to me or other people.</i> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.	Pupil can attempt to write a simple narrative about personal experiences with some features of the given form used.	Pupil can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs: e.g. It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...	Pupil can write a longer narrative about personal experiences and that of others sustaining the clear and appropriate features of the given form.
Child's speak target: <i>I am able to write longer stories about real things that have happened.</i> Develop positive attitudes towards and stamina for writing by writing about real events. GD objective: Develop positive attitudes towards and stamina for writing by writing in more detail about real events in a range of contexts.	Pupil can attempt to write about real events with some features of the given form used.	Pupil can write about real events sustaining sufficient features of the given form: e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs.	Pupil can write a longer text about real events using the clear and appropriate features of the given form.
Child's speak target: <i>I can write my own poems.</i> Develop positive attitudes towards and stamina for writing by writing poetry. GD objective: Develop positive attitudes towards and stamina for writing by writing longer poetry.	Pupil can, with support, show characteristics of chosen form based on the structure of known poems.	Pupil can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: e.g. write in four-line stanzas, selecting some rhyming words.	Pupil confidently and consistently uses appropriate structure and language of the chosen form.
Child's speak target: <i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i> Develop positive attitudes towards and stamina for writing by writing for different purposes.	Pupil can, with support, write simple narratives, simple poems and simple recounts of real events; writing stamina is developing.	Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.	Pupil can confidently write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina.

GD objective: Develop positive attitudes towards and stamina for writing by writing for different purposes in a range of contexts.			
Child's speak target: <i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about.	Pupil can, with support, say or record in writing or pictorially their ideas for writing.	Pupil can usually say or record in writing or pictorially their ideas for writing: e.g. draw or explain a simple story map or story plan.	Pupil can almost always say or record in writing or pictorially their ideas for writing.
Child's speak target: <i>I think about what I am going to write by writing down my ideas and important words which will help me.</i> Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas.	Pupil can, with some support, compose and orally rehearse what they want to say, sentence by sentence.	Pupil can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.	Pupil can consistently encapsulate what they want to say, sentence by sentence.
Child's speak target: <i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.	Pupil can, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.	Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing: e.g. on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.	Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.

Year 2 English Progression

Child's speak target: <i>I can make changes in my writing by listening to what others have to say about it.</i> Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. GD objective: Make a range of additions, revisions and corrections to their own writing independently by evaluating their writing with the teacher and other pupils.	Pupil can, with the teacher, reflect on what they have written, making some suggestions for improvement.	Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.	Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.
Child's speak target: <i>Once finished, I will re-read my work to make sure it makes sense.</i> Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully re-reading to check that their writing makes sense and that verbs to indicate time are the most effective and used consistently, including verbs in the continuous form.	With support, pupil can reread their writing to check it makes sense, making some suggestions on how to correct errors.	Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.	Pupil can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.
Child's speak target: <i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i> Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of sentences punctuated correctly].	With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: e.g. That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop.; I forgot to double the p of stop when I added -ing to make stopping, so I'll correct that; You wrote 'The wave knocked her over,' so that must have been a big strong wave! You could	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.

		improve it by writing 'The huge, rushing wave knocked her over.'	
Child's speak target: <i>I can read aloud my work in a way which helps people understand it.</i> Read aloud what they have written with appropriate intonation to make the meaning clear. GD objective: Confidently read aloud what they have written with appropriate intonation to make the meaning clear.	Pupil can, with support, read their writing aloud with some expression to make the meaning clear.	Pupil can read their writing aloud with expression to make the meaning clear.	Pupil can consistently and confidently read their writing aloud with expression to make the meaning clear to all.

Vocabulary Grammar Punctuation

Child's speak target: <i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i> Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. GD objective: Use and apply grammatical terminology for Year 2 independently use punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	When prompted, pupil can use commas in lists, demarcate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.
Child's speak target: <i>I can use commas correctly when making a list of things.</i> Use grammatical terminology for Year 2 learning how to use commas for lists.	When prompted, pupil can use commas in lists.	Pupil confidently demarcates simple and compound sentences accurately using commas in a list.	Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing using commas in a list.

Year 2 English Progression

GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph.			
Child's speak target: <i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i> Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular). GD objective: Use and apply grammatical terminology for Year 2 accurately using apostrophes for contracted forms and the possessive (singular).	Pupil can sometimes structure statements, questions, exclamation sentences and commands.	Pupil can correctly structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.	Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.
Child's speak target: I am learning to write sentences which convey different meaning for different purposes. Learn how to use sentences with different forms: statement, question, exclamation, command. GD objective: Can use and apply sentences with different forms: statement, question, exclamation, command.	Pupil can sometimes structure statements, questions, exclamation sentences and commands.	Pupil can correctly structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.	Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.
Child's speak target: <i>I am able to write more interesting sentences by adding further detail.</i> Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].	Pupil can sometimes use expanded noun phrases to describe and specify.	Pupil can usually use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon.	Pupil can consistently use expanded noun phrases to describe and specify.

Year 2 English Progression

<i>I try to write in the present or past tense when writing</i> Learn how to use the present and past tenses correctly and consistently including the progressive form. GD objective: Independently uses the present and past tenses correctly and consistently including the progressive form within their writing.	Pupil can, with support, and with some inconsistency make the correct choice in use of present and past tense.	Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'	Pupil can confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.
Child's speak target: <i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i> Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). GD objective: Understand and apply subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	Pupil can, with support, use subordination.	Pupil can, with some consistency, correctly use subordination and coordination: e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.	Pupil can confidently and consistently use subordination and coordination.
Child's speak target: <i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i> Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] GD objective: Accurately apply grammatical terminology for Year 2 independently forming nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]			
Child's speak target: <i>I can add -ful and -less to words to make adjectives.</i> Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less.	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment,	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.

Year 2 English Progression

GD objective: Use and apply grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less and use this in my work.		happiness, plentiful, penniless, happily (see Appendix 1, pg 47).	
Child's speak target: <i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i> Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. GD objective: Use and apply grammatical terminology for Year 2 understanding and applying the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs in a range of contexts.	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly. *Perhaps a year 1 target?*	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily (see Appendix 1, pg 47).	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.
Child's speak target: <i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i> Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing. GD objective: Consistently use the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	When prompted, pupil can use commas in lists, demarcate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.

