**NAME** : _____

| ENGLISH | |
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| **WRITING** | **2C** |
| **Spelling**<br><br>• Spell 15 words from NLS list 1 (reception year). Demonstrate phonic awareness of any that are wrongly spelt ……<br><br>• Begins to use word endings 's', 'ed', 'ing' ……<br><br>• All 2 & 3 letter words spelt correctly within their own writing ……<br><br>• Attempt to spell an unfamiliar word using a strategy (phonemic) ……<br><br>• Correct initial & final sounds in other words attempted ……<br><br>• Finger spacing between words …… | **Punctuation**<br><br>• Begin to use capital letters, *e.g. names, headings, titles* ……<br><br>• Correct use of full stops to demarcate the end of a sentence & some use of capital letters……<br><br>• Demonstrate understanding of difference between a written statement & a question……<br><br>• Begin to use questions marks…… |
| **Handwriting**<br><br>• Writes legibly – size & orientation of letters not always consistent (75% correctly formed) …… | **Composition**<br><br>• Writes about an event using at least 3 sentences ……<br><br>• Begins to use different styles & structures of writing, *e.g narrative, lists, captions, letters, invitations* ……<br><br>• Write about outing/event; begin to use an identifiable structure (writing is in sections)……<br><br>• Uses story structure to write about own experience ……<br><br>• Uses vocabulary appropriate to the subject ……<br><br>• A clear opening appropriate to the form of writing ……<br><br>• Some connection between ideas & some events linked as a simple sequence ……<br><br>• A text may begin to show a beginning, middle & end but with perhaps 3 very short, simply structured sentences such as "We went shops", etc. ……<br><br>• Write simple instructions in the right order …… |
| **Level Description : 2C** **Pupils writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Pupils compose sentences & use some punctuation to demarcate these appropriately. Some common words are spelt correctly & alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size & use of upper & lower case letters.** | |

| | Date | | Date | | Date | | Date | | Date |
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| **20% Achieved** | | **40% Achieved** | | **60% Achieved** | | **80% Achieved** | | **Level Achieved** | |