

Performance of Writing - Expected Standard at end of Foundation Stage



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write in an interesting, engaging or thoughtful way.						
Talk about the part of the story/event that is interesting.						
Add detail orally to a story or an event or an experienced event.						
Arrange writing going from left to right, top to bottom.						
Produce texts which are appropriate to reader and purpose.						
Attempt writing for different purposes e.g. label, list.						
Invent own compositions but writing might need mediation.						
Structure and Shape						
Organise and present writing.						
Include character names in narrative and basic topic words in non-fiction.						
Write phrases about areas of interest.						
Write simple sentences that can be read by others. .						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Use pictures to yield more meaning to words.						
Write simple words and phrases.						
Conjunctions						
Add in joining words like 'and' when reading back writing.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Add onomatopoeic sounds to pictures e.g. Wheeeeeeeee! Crash!						
Vocabulary						
Select appropriate and effective vocabulary.						
Use and understand recently introduced vocabulary.						
Use some 'yellow' ambitious vocabulary appropriately (see yellow Writing Progress Records).						
Punctuation						
Write with technical accuracy of punctuation.						
Use full stops at random.						
May use a capital letter at the start of writing.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Spell words by identifying sounds in them and representing the sounds with a letter or letters.						
Read back work to give meaning to it.						
Broadly this will not influence judgement but this is the Year 1 benchmark						
Handwriting and presentation						
Form some recognisable letters.						
Sometimes leave 'finger' spaces between groups of letters.						

Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Phoneme						
Grapheme						
Digraph						
Trigraph						
Word						
Sentence						
Capital Letter						
Full Stop						

Effective Examples Of Writing Ideas



F						
A						
N						
T						
A						
S						
T						
I						
C						

Expected Standard Progression Key:

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No/Little Evidence	0 - 3
P Progressing Towards	4 - 9
O On Track	10 - 14
W Way Ahead	15 - 19
D+	20 + = Greater Depth: Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina-based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing tasks.