WRITING: Working at the expected standard:	**Expanded detail - examples**	**Genre**					
The pupil can, after discussion with the teacher:		**1**	**2**	**3**	**4**	**5**	**6**
Write simple, **coherent** narratives about personal experiences and those of others (real or fictional) **Note: Coherence** relates to how well a piece of writing is understood by the reader. In a **coherent** piece of writing, there is a logical connection between words, clauses, sentences and sections of text which help the writing to make sense.	*In a **coherent** piece of writing, audience and purpose are sustained. **Coherence** is supported by the use of text organisation, the choice and consistency of tense, co-ordinating and subordinating conjunctions, precision in vocabulary choices and an appropriate level of detail.						
Write about **REAL EVENTS**, recording these simply and clearly	Writing should include simple coherent narratives about REAL events; consistency of such as range and appropriate use of pronouns cross the piece						
Demarcate **MOST** sentences with capital letters and full stops	There should be evidence of punctuation being used appropriately within the context of a piece of writing**; it may include exclamations and exclamation sentences**						
SOME use of question marks correctly, when required							
Use present and past tense **MOSTLY** correctly and consistently	Such as use and spelling of regular and irregular verb forms and a growing awareness of Standard English						
Use co-ordination (or/and/but)	The qualifier 'some' indicates that use of subordination is beginning to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent'. Coordinating conjunctions will be evidenced across the range of a child's writing, some more frequently than others.						
SOME subordination (when / if / that / because) to join clauses							
Segment spoken words into phonemes and representing these by graphemes, spelling **MANY** correctly and **making phonically plausible attempts at others**	Where the child spells words incorrectly, there should be evidence that attempts are phonically plausible. Correct spelling of words which adhere to the rules and guidance taught at KS1 should be frequent, but may not necessarily be consistent. Where incorrect spelling is present, we should expect to see phonically-plausible attempts.						
Spell **MANY** common exception words* *Spelling should be taught as part of curriculum and regularly assessed	Spelling evidence can come from a range of sources, such as independent writing, spelling tests and exercises; not every word, rule, pattern or convention on the wordlist needs to be evident BUT when used, should be spelt correctly;						
FORM capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Consistent use across the body of evidence, not just in exercises.						
Use spacing between words that reflects the size of the letters	The main form of evidence should be in independent writing.						