



Working Towards -Early Learning Goals		
Criteria	Pupil	Teacher
I can hear and say initial sounds to help me write words.		
I can read some of the words that I have written.		
I can write labels and captions.		
I am starting to build simple sentences around simple nouns. (dog)		



Early Learning Goals		
Criteria	Pupil	Teacher
I have used my phonic knowledge to write words which match their spoken sounds.		
I have used started to write irregular common words.		
I have written simple sentences that my teacher and I can read.		
I have included a simple noun. (dog, cat, mum, dad)		
I have used a simple adjective. (big)		



Working Above - Early Learning Goals		
Criteria	Pupil	Teacher
I have used my phonic knowledge to write words which match their spoken sounds.		
I have written irregular common words.		
I have written two simple sentences that my teacher and I can read.		
I have included a noun. (dog, cat, mum, dad)		
I have used more interesting adjectives in my sentence. (colours)		
I have used 'and' to extend my sentence.		
I have started to use capital letters correctly in my longer writing.		
I have started to use full stops correctly in my longer writing.		



Year 1 – Working towards National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary. Grammar and Punctuation	I have remembered to use some capital letters and full stops correctly.		
	I am starting to build my sentences around simple nouns I am given. (bear, boat or tree)		
	I have used simple adjectives, such as colour, to describe the noun. (green, red, yellow)		
	I have started to use simple verbs. (run, eat, sleep)		
	I have started to use 'and' to link my ideas.		
Composition	Most of my words are in the correct order to form a simple sentence.		
Handwriting	I have formed some of my letters correctly and considered their shape and size.		
	I can read most of the words that I have written.		



Year 1 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary. Grammar and Punctuation	I have mostly used capital letters and full stops correctly.		
	If needed, I have started to use ? or !		
	My sentences are built around simple nouns. (bear, boat or tree)		
	I have used simple adjectives to describe the noun. (green, round, small or cute)		
	I have used a range of simple verbs. (run, eat or sleep)		
	I have used 'and' to link my ideas.		
Composition	I have used temporal adverbs to link my ideas. (next, also or then)		
	I have re-read my simple sentences so that they make sense.		
Handwriting	I have formed most of my letters correctly and considered their shape and size.		
	I have left spaces between my words.		



Year 1 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary. Grammar and Punctuation	I have used capital letters and full stops correctly.		
	If needed, I have used ? or ! correctly.		
	My sentences are built around my own nouns.		
	I have started to use more descriptive adjectives to describe the noun. (kind, amazing, funny)		
	I have started to use more interesting verbs. (munch, rush)		
	I have used 'and' to link my ideas.		
	I have started to use commas to separate some adjectives.		
Composition	I have used different temporal adverbs to link my ideas. (first, finally)		
	I have developed my idea in more detail and not moved on too quickly to the next one.		
Handwriting	I have formed most of my letters correctly and started to join my letters horizontally.		
	I have left spaces between my words.		



WEST END ACADEMY
Year 2 – Working towards National Standard

Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have mostly used capital letters and full stops correctly.		
	I have started to consider different sentence forms and included: <ul style="list-style-type: none"> • a statement • a question (?) • a command 		
	I have used simple adjectives to add interest. (happy, silly, helpful)		
	I have remembered to split some of my adjectives with a comma.		
	I have started to use more adventurous verbs within my writing. (skip, hurry)		
	I have started to use a range of coordinating conjunctions to link my ideas. (or, and, but)		
	I have started to use a range of subordinating conjunctions to link my ideas. (when, if, because)		
	I have used past and present tense mostly correctly.		
Composition	I have re-read my sentences within a longer piece of writing so that they make sense.		
Handwriting	I have used finger spaces between my words.		
	I have carefully formed my letters and considered my size.		



WEST END ACADEMY

Year 2 – National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used capital letters and full stops correctly.		
	I have considered different sentence forms and included: <ul style="list-style-type: none"> • a statement • a question (?) • a command • an exclamation (!) 		
	I have used more adventurous adjectives to build expanded noun phrases. (fierce, hairy, strange)		
	I have used more adventurous verbs within my writing. (gobble, crash, zoom)		
	I have used commas correctly to split up my adjectives		
	I have used a range of coordinating conjunctions to link my ideas. (or, and, but, so)		
	I have used a range of subordinating conjunctions to link my ideas. (when, if, so that, because)		
	I have used interesting adverbs in my writing. (softly, bravely, slowly)		
	I have used past and present tense correctly.		
	I have started to use apostrophes for: <ul style="list-style-type: none"> • contraction (don't, can't) • singular possession (Harry's bag) 		
Composition	I have used temporal adverbs to start my sentences. (suddenly)		
Handwriting	I have used some diagonal and horizontal stokes to join my letters.		



Year 2 – Working above National Standard			
Assessment Focus	Criteria	Pupil	Teacher
Vocabulary, Grammar and Punctuation	I have used capital letters and full stops correctly.		
	I have considered different sentence forms for effect and included: <ul style="list-style-type: none"> • a statement • a question (?) • a command • an exclamation (!) 		
	I have used more descriptive adjectives to build expanded noun phrases. (glittery, unusual)		
	I have used a range of more adventurous verbs within my writing. (gulp, clatter)		
	I have used commas correctly to split up my descriptive adjectives.		
	I have used commas correctly to split nouns within a list.		
	I have used a range of coordinating conjunctions correctly to link my ideas. (or, and, but, so)		
	I have used a range of subordinating conjunctions correctly to link my ideas. (when, if, so that, because)		
	I have used interesting adverbs at the start and in the middle of my sentences. (softly, bravely, slowly)		
	I have used past and present tense correctly.		
	I have used apostrophes for: <ul style="list-style-type: none"> • contraction (shouldn't, couldn't) • singular possession (Harry's bag) 		
Composition	I have used different temporal adverbs to start my sentences and remembered my comma. (after that)		
Handwriting	I have used diagonal and horizontal stokes to join my letters.		