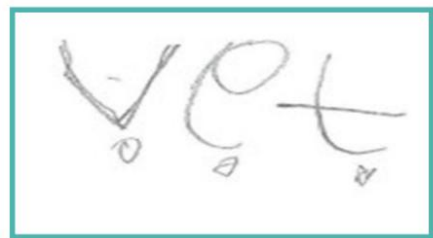
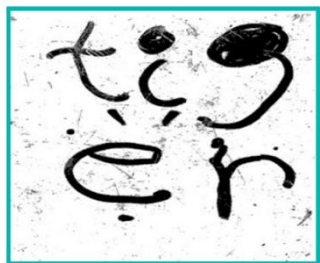


By the end of...	Phonics and Reading	Handwriting	Spelling	Punctuation	Sentence Construction
Reception	Score of 12+ in Y1 Phonics Screening practice	Hold a pencil effectively using a tripod grip in almost all cases. Write recognisable letters, most correctly formed. Begin to write simple words and phrases that can be read by others. Can sit correctly at a table, holding a pencil comfortably.	Correctly read, spell and use the 20 words in the basic skills list	Recognise that sentences end with a stop (full stop). Understand that writing is separated into words and sentences. Begin using capital letters for names and at the start of sentences (50 % of time)	Recognise a sentence
Year 1	Score of 32+ in Phonics Screening	Sit correctly at a table and hold a pencil correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9. Understand and practise letters in handwriting families. Know all the capital letters.	Correctly read, spell and use the 50 words in the basic skills list.	Use capital letters and full stops correctly.	Write a simple sentence
Year 2	Reading age of 7 years+	Form lower-case letters of the correct size relative to one another. Begin to use diagonal and horizontal strokes needed to join letters.	Correctly read, spell and use the 50 words in the basic skills list.	Use question marks and exclamation marks correctly.	Write a compound sentence.

		Write capital letters and digits of correct size and orientation. Use spacing between words that reflects letter size.			
Year 3	Reading age of 8.5 years+	Use diagonal and horizontal strokes to join letters consistently. Correctly form common letter joins. Write fluently and legibly joined handwriting use in independent writing.	Correctly read, spell and use the 60 words in the basic skills list.	Use commas in a list.	Write a compound sentence with 1 or more adjectives.
Year 4	Reading age of 9 years+	Maintain joined handwriting throughout writing tasks. Handwriting is legible, consistent and appropriately spaced. Adapt handwriting for different purposes e.g. neater for presentation.	Correctly read, spell and use the 60 words in the basic skills list.	Use apostrophes for contractions (e.g. don't) and possessive apostrophes (e.g. the dog's bone)	Write a complex sentence with a relative clause.
Year 5	Reading age of 9.5 years+	Write legibly, fluently and with increasing speed. Maintain a consistent style in final written work.	Correctly read, spell and use the 60 words in the basic skills list.	Use commas after fronted adverbials. Use commas to punctuate complex sentences. Use inverted commas correctly.	Write a complex sentence with a fronted adverbial.
Year 6	Reading age of 11 years+ Reading at 13 years+ for GDS	Demonstrate mature, fluent and legible handwriting suitable for secondary school. Write confidently for extended periods without losing legibility.	Correctly read, spell and use the 60 words in the basic skills list.	Use brackets, dashes and commas for parenthesis. Use semi-colons to separate independent clauses. Use colons to introduce lists or explanations.	Write in paragraphs.

Handwriting Examples for each year group (not to be used for any other aspect of writing)

Reception



Cloud ternd in to a sheep.

Year 1

Once upon a time there
were two friends called
and the were best of
and they played
They lived next door to
Oscar one winter an
wind huffed it in her
is is wov snow catch.

Once upon a time a man
and his wife had a boy to
a wish that the boy be
the wife was happy she would
throm the wish garden.

Year 2

Regina. The penguin was
de and hit and I hugd
penguin and it
is so cold at
tartalca and I tried to
seus. and I see

rd I went in a
so and I was
in the igloo.
born Nellie.

Year 3

Boudicca was the most wise, mighty warrior in the entire Iceni tribe. Also she's the most overpowered in the Iceni tribe. Her deadly, bloody red colour in her hair is making everyone think she's the most fierce, most warrior of all time. Boudicca is the most scariest person ever. She takes risky, dangerous jobs to protect her tribe. She's so tall and towering that she scares even the Iceni tribe.

In the polar regions, polar bears thrive in the Arctic. Under the ice, polar bears hibernate, which means they won't eat, go to sleep, and hibernate. Polar bears have a thick layer of blubber. A map of polar bears shows them from the Arctic. These are polar bears have helped the bear swim.

Year 4

Dear Diary,

as I lay down on my warm and cozy bed, I sketch the (B) on the Ruth photo. Near a hard the Bulihal music in of going to the Zoo. Charles said he will get me a chellow. I am so so excited, he said it is going to then me. I am so so happy because it is my birthday. So excited that my birthday cake.

Year 5

Today was filled with grief: it was the day of the funeral and the variety of unfamiliar faces discomforted me. Whilst he was being buried at the Brompton Cemetery, the vicar made a speech and I scanned the puny crowd, spotting a man that made my blood boil, even when he was distant. He was noticeably wealthy, that kind who could boast with only his outfit, and had a Rolls-Royce with a personal driver. I knew something was fishy, and ever since I've persevered to find the truth.

Year 6

I sit inside my un-comfy wardrobe, I look at the gap between my wardrobe and see the sun. As I feel tired and lonely. My clothes to above me as I feel isolated. I hear the clattering and banging from Charles cooking dinner. While sketching my favourite person (Charles) in my sketch-book, I question myself. Did my mother really leave me on purpose? I smell the damp, creased clothes as I go to the hair for Charles. The birds screaming drown out the noise from Charles.

a hint of my messy bedroom waiting to be cleaned. I hear a pack of birds squaking outside my window waiting for me to come out. I am so happy and I am so happy.

Spelling Lists

Year R (20)	Year 1 (40)	Year 2 (50)	Year 3 (60)	Year 4 (60)	Year 5 (60)	Year 6 (60)
a i the and in is it you he was	am are at be do had has have his of	like look now said were that words use each out	their thing want where which would water call many any	different home animal mother house world high right mean same	January February March April June July August September October November	programme recognise rhyme sincerely suggest system temperature vehicle parliament government
on we can up go me my yes no she	off so they this will with an as but if	these some would make write number way been find long	around another ask away every find found great help house	follow came three put end give most thing just name	December special himself toward morning hundred against notice certain island	lightning individual immediately explain excellent achieve available average community competition
	did that or one by come day for get her	down made part girl there them time two what boy	last most never next old once open right should long	show small still tell think through under well went often	quickly correct road common language understand thousands among material include	aggressive determined develop profession pessimistic especially responsible hesitant anxious cautious

	see how into not all now that word very then	when who your about after again back because before than	over new take only little work know place live pair	family leave young sometimes almost watch enough idea second cried	without four important night children problem complete listen covered several	require identical arrogant hostile anticipate vital aspire distraught wince exceptional
		could first down it's from good more much other people	built include circle material heavy fine size able why because	building minutes became dark question eight Tuesday Wednesday Thursday Friday	decide difficult disappear believe experience experiment favourite imagine increase necessary	enhance ultimate amazing haggard perspective meanwhile potentially deceptive flustered wrath
			school father earth light something example together between does large	generous selfish honest brave worried friendly careful tired respectful capable	naughty popular promise strange straight therefore although surprise quarter regular	agile consequence clarify plausible infamous sullen suggest reluctant maroon aquamarine

Baseline Assessments – September

Baseline assessments in English will take place in the first 3 weeks of school. Children will be assessed on the previous year group criteria as this is what is expected at the end of each year. For example, a child starting out in Y5 should be confidently achieving all of the Y4 objectives. If a child is not achieving the previous year group objectives, impactful interventions must take place in order to catch them up.

Children will be assessed again in December (end of Autumn 2); April (end of Spring 2); and June (end of Summer 2)

Assessments to be completed

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
- Phonics assessment - Small group writing task (observe handwriting) - Whole class spelling (5 words at a time)	- Phonics assessment - Star reading test (to determine reading age) - Whole class writing assessment (observe handwriting) - Whole class spelling assessment (10 words at a time)	- Phonics assessment - Star reading test (to determine reading age) - Whole class writing assessment (observe handwriting) - Whole class spelling assessment (10 words at a time)	- Star reading test (to determine reading age) - Cold writing assessment (observe handwriting) - Whole class spelling assessment (20 words at a time)

All aspects are assessed as secure fit: pupils must achieve all aspects to be secure for the year group.

Assessment Tracker - English

[illegible]

