EYFS – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Children in reception							
Purpose and audience	Write simple phrases and sentences that can be read by others (Writing ELG)						
Tense	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (Speaking ELG)						
Conjunctions	Connect one idea or action to another using a range of connectives (orally)				✓	✓	✓
Level of detail	Learn new vocabulary (orally) Use new vocabulary through the day (orally) Use new vocabulary in different contexts (orally) Describe events in some detail (orally)	✓	✓	✓ ✓	✓ ✓	✓	✓
Cohesive devices	Articulate their ideas and thoughts in well-formed sentences (orally) Connect one idea or action to another using a range of connectives (orally)			✓	✓ ✓	✓ ✓	✓
Punctuation	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop			✓	✓	✓	✓
Spelling	Spell words by identifying the sounds and then writing the sound with letter/s	✓	✓	✓			✓
Handwriting	Form lower-case letters correctly	✓	✓	✓	✓	✓	✓
Edit and Evaluate	Re-read what they have written to check that it makes sense		✓	✓	✓	✓	✓

	Writing Early learning goal	
ELG	Write recognisable letters, most of which are correctly formed	
ELG	Spell words by identifying sounds in them and representing the sounds with a letter or letters	
ELG	Write simple phrases and sentences that can be read by others	

*All statements for 3- and 4- year olds and children in reception taken from Development Matters 2023. Statements with (orally) written at the end are taken from Communication and Language pages 21-41.

Year 1

Y1 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	• Sequence sentences to write short narratives based on fictional and real experiences		✓				✓
Tense	• Growing accuracy when writing in the past tense • Mostly accurate use of present tense when writing						
Conjunctions	• Words combined to make simple sentences • Use and to join clauses *I can see the cat and he is on the mat.*	✓		✓	✓	✓	✓
Level of detail	• Use and to join words • Use some simple description		✓	✓	✓	✓	✓ ✓
Cohesive devices Logical sequence of events	• Begin to link ideas or events by subject/or pronoun *I can see the cat and he is on the mat. He is eating his lunch.* • Write short narratives ensuring that many sentences are sequenced accurately		✓				✓
Punctuation	• Some use of full stops and capital letters • Begin to use exclamation marks • Begin to use question marks • Use capital letters for names of people and places • Use capital letters for days of the week • Use a capital letter for the personal pronoun	✓ ✓ ✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓
Spelling	• Some words containing previously taught phonemes are spelt with some accuracy • Phonetically plausible attempts are made to spell words that have not yet been learnt • Spell common exception words at WTS standard • Some common exception words are spelt accurately inline with SSP programme • Apply prefix -un with growing accuracy for both verbs and adverbs • Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs • Spell days of the week accurately		 ✓	 ✓ ✓	 ✓	 ✓ ✓	
Handwriting	• Leave spaces between words • Some lower-case letters are formed accurately, starting and finishing in the correct place • Form digits 0-9 mostly accurately • Understand which letters belong to which handwriting families • Hold a pencil comfortably and correctly • Sit correctly at a table						
Edit and Evaluate Proof-read	• Check written work makes sense through re-reading with other pupils and the teacher • Read work aloud clearly						

Year 2

Y2 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	• After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional)						
Tense	• Use past and present tense mostly correctly throughout writing • Use of verbs to mark action in progress			✓ ✓	✓ ✓		✓ ✓
Conjunctions	• Use co-ordination (and, or, but) to join clauses • Some use of subordination (when, if, that, because) to join clauses	✓ ✓	✓				✓ ✓
Level of detail	• Use expanded noun phrases to add description and detail • Use -ly to turn adjectives into adverbs e.g. slow to slowly	✓	✓				✓
Cohesive devices Logical sequence of events	• Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time		✓	✓	✓		✓
	• Evidence of a sequence of connected events						
	• Use pronouns to extend and link sentences						
Appropriate vocabulary and grammatical structures	• Write statements, questions, exclamations and commands appropriately			✓			
Punctuation	• Demarcate most sentences in writing with capital letters and full stops (including proper nouns)	✓					
	• Use question marks correctly when required			✓			
	• Some use of exclamation marks for effect			✓			
	• Some use of commas to separate items in lists		✓				
	• Some apostrophes for simple contracted forms					✓	
	• Begin to use apostrophes for singular possession in nouns				✓		
Transcription	• Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others						
	• Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)					✓	
	• Spell many common exception words (refer to spelling appendix or SSP/spelling programme)						
	• Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g.-ment, -ful					✓	✓
	• Some words with contracted forms are spelt correctly						
	• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
	• Use spacing between words that reflects the size of the letters						
	• Write with increasing fluency and stamina						
Edit and Evaluate Proof-read	• Begin to make simple additions, revisions and corrections: • Re-read and evaluate writing checking for meaning and tense form • Proof-read writing (some prompting may be required)						