

## WRITING CHECKLIST

Working Towards	
Pupils, with support can:	
Make phonically plausible attempts at spelling days of week.	
Remember correct letter formation when writing.	
Consistently form upper and lower case letters and consistently uses a capital letter for their name.	
Use a simple spelling rule such as adding an 's' for the plural.	
Leave spaces between words.	
Pupil knows that there are alternatives to full stops such as question marks and exclamation marks even if they are not yet able to use them in their writing.	
Working Towards:	
Pupils, with support, are:	
Use own ideas or retell a story using short, simple sentences.	
Re-read writing aloud to check it makes sense.	
using modelled adjectives.	
using simple sentence structure (may be simplistic)	
spelling some common exception words correctly	
using phonetic knowledge to spell some words	
with support, using -ed, -ing, -est in their writing	
form lower case letters in the correct direction	
some ideas are linked together using 'and'	
shows awareness of:	Finger spaces
	Capital Letters
	Full Stops
	Question marks
	Exclamation marks
Working at	
After discussion with teacher, pupils can independently:	
Write sentences to form short narratives	
use features of different text types (these may not be consistent)	
Re-read their writing and make changes	
Use adjectives to describe things	
Spell most words correctly (containing previously taught graphemes)	
Spell most common exception words correctly (including the days of the week)	
Use -ing, -ed and -est correctly.	
To use -s and -es correctly in pluralisation.	
Independently use un- in their writing	
Confidently and correctly uses 'and'	
Correctly forms lower case and upper case letters	
shows awareness of, and uses correctly:	Finger spaces
	Capital Letters
	Full Stops
	Question marks
	Exclamation marks
Working at	
After discussion with teacher, pupils can independently:	
Write simple and compound sentences	
Write sentences to form short narratives, which clearly have a beginning, middle and end.	
Use features of different text types	
Re-read their writing and make changes independently	
Use adjectives to describe things	
Spell all words correctly (containing previously taught graphemes)	
Spell all common exception words correctly (including the days of the week)	

Use -ing, -ed and -est correctly.		
To use -s and -es correctly in pluralisation.		
Independently use un- in their writing		
Confidently and correctly uses 'and'		
Correctly forms lower case and upper case letters		
regularly uses correctly:	Finger spaces	
	Capital Letters	
	Full Stops	
	Question marks	
	Exclamation marks	
<b>Working at Greater Depth:</b>		
Pupils can independently:		
Write sentences that are sequenced to form a short narrative.		
Segment spoken words into phonemes and represent these by graphemes. Some are spelt correctly.		
Spell most of the KS1 common exception words correctly		
Form lower case letters in the correct direction, starting and finishing in the right place.		
Form lower case letters of the correct size, in relation to the rest of their writing.		
Begin to use the suffixes -ment, -ful, -less, -ness and -ly.		
Begin to use:	Apostrophes to represent possession and contractions.	
Consistently uses:	Finger spaces	
	Capital Letters	
	Full Stops	
	Question marks	
	Exclamation marks	
	Commas	

## Common Exception Words:

Year 1			Year 2		
the	I	there	door	even	sure
a	you	where	floor	great	sugar
do	your	love	poor	break	eye
to	they	come	because	steak	could
today	be	some	find	pretty	should
of	he	one	kind	beautiful	would
said	me	once	mind	after	who
says	she	ask	behind	fast	whole
are	we	friend	child	last	any
were	no	school	children	past	many
was	go	put	wild	father	clothes
is	so	push	climb	class	busy
his	by	pull	most	grass	people
has	my	full	only	pass	water
our	here	house	both	plant	again
			old	path	half
			cold	bath	money
			gold	hour	Mr
			hold	move	Mrs
			told	prove	parents
			every	improve	Christmas
			everybody		