

# Pre-Key Stage 2 Standards – English

## Writing

Standard 1	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the... zoo/park/shop/beach').</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
<ul style="list-style-type: none"> <li>draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).</li> </ul>				
Standard 2	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>say a clause to complete a sentence that is said aloud (e.g. "When we went to the beach today, we ate ice cream / I played in the sand / it was hot')</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
<ul style="list-style-type: none"> <li>form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading</li> </ul>				
<ul style="list-style-type: none"> <li>identify or write these 10+ graphemes on hearing corresponding phonemes.</li> </ul>				
Standard 3	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences</li> </ul>			
	<ul style="list-style-type: none"> <li>write a caption or short phrase using the graphemes that they already know.</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
The pupil can:				
<ul style="list-style-type: none"> <li>form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading</li> </ul>				

	<ul style="list-style-type: none"> <li>identify or write these 20+ graphemes on hearing the corresponding phonemes</li> </ul>			
	<ul style="list-style-type: none"> <li>spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</li> </ul>			

Standard 4	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>make up their own sentences and say them aloud, after discussion with the teacher</li> </ul>			
	<ul style="list-style-type: none"> <li>write down one of the sentences that they have rehearsed.</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>form most lower-case letters correctly</li> </ul>			
	<ul style="list-style-type: none"> <li>identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</li> </ul>			
	<ul style="list-style-type: none"> <li>spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</li> </ul>			
	<ul style="list-style-type: none"> <li>spell a few common exception words (e.g. I, the, he, said, of).</li> </ul>			

Standard 5 (working towards the KS1 expected standard)	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can, after discussion with the teacher:			
	<ul style="list-style-type: none"> <li>write sentences that are sequenced to form a short narrative (real or fictional)</li> </ul>			
	<ul style="list-style-type: none"> <li>demarkate some sentences with capital letters and full stops.</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> </ul>			
	<ul style="list-style-type: none"> <li>spell some common exception words</li> </ul>			

	<ul style="list-style-type: none"> <li>form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>			
	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another in some of their writing</li> </ul>			
	<ul style="list-style-type: none"> <li>use spacing between words.</li> </ul>			

Standard 6 (working at the KS1 expected standard)	<b>Composition</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can, after discussion with the teacher:			
	<ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> </ul>			
	<ul style="list-style-type: none"> <li>write about real events, recording these simply and clearly</li> </ul>			
	<ul style="list-style-type: none"> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul>			
	<ul style="list-style-type: none"> <li>use present and past tense mostly correctly and consistently</li> </ul>			
	<ul style="list-style-type: none"> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li> </ul>			
	<b>Transcription</b>	<b>D</b>	<b>S</b>	<b>E</b>
	The pupil can:			
	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> </ul>			
	<ul style="list-style-type: none"> <li>spell many common exception words</li> </ul>			
	<ul style="list-style-type: none"> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>			
<ul style="list-style-type: none"> <li>use spacing between words that reflects the size of the letters.</li> </ul>				

D = Developing, S = Secure, E = Exceeding