|  |  |  |
| --- | --- | --- |
|  |  Foundation Stage Target: Expected | Target achieved |
| **Communication and language: Speaking** |
|  | To recount experiences and imagine possibilities, often connecting ideas |  |  |  |
|  | To use a range of vocabulary in imaginative ways |  |  |  |
|  | To develop their own narratives and explanations |  |  |  |
| **Physical Development: Moving and handling** |
|  | To hold paper in position and use preferred hand for writing |  |  |  |
|  | To use correct pencil grip  |  |  |  |
| **Literacy: Spelling** |
|  | To use phonic knowledge to write words to match spoken sounds |  |  |  |
| **Literacy: Writing** |
|  | To write simple sentences which can be read by themselves and others |  |  |  |
|  | To use clearly identifiable letters to communicate meaning eg anticlockwise with ascenders and descenders |  |  |  |
|  | To access spelling lists and topic word banks |  |  |  |

|  |  |
| --- | --- |
| Foundation Stage Target: Exceeding | Target achieved |
| **Communication and language: Speaking** |
| To make changes to language choices |  |  |  |
| **Physical Development: Moving and handling** |
| To write on lines and use correct letter size |  |  |  |
| **Literacy: Spelling** |
| To spell phonically regular words of more than 1 syllable |  |  |  |
| To spell irregular high frequency words |  |  |  |
| **Literacy: Writing** |
| To use key features of narrative in their writing |  |  |  |