

DFE guidance April 2019 states that local authorities may specify requirements as to effectiveness ... in deciding whether education is suitable, whilst accepting that this must be applied in relation to the individual child’s age, ability and aptitude. Children will be at different levels, some may be in advance, some at a lower level and some children may be working towards the minimum standard. Our Home Education Advisor will discuss where you think your child is and what your plans are in relation to providing a suitable education.

What children should be expected to do	Supporting planning and drafting	Supporting writing and editing
<p>Year 1: Key Stage 1</p> <ul style="list-style-type: none"> • talk about the story ideas before writing • verbally compose story before writing, a sentence at a time • speak the sentences as they write the sentence down • write simple and compound sentences, usually with adjectives/verbs where appropriate. Vary some sentence openings, usually with adverbs of time. Basic punctuation (capital letters and full stops) is generally consistent • put sentences in order to form a narrative • Sequence events with ‘first’, ‘next’, ‘finally’ etc. • Use past tense generally consistently in writing. • Use adjectives to describe setting and character. • Phrases from traditional tales indicate start/end of the text (e.g. ‘once upon a time...’ ‘happily ever after’, ‘the end.’) • Re-read what was written to check it makes sense, making changes where necessary • Discuss, plan and evaluate writing (e.g. I’m going to write about...I used ‘amazing’ because...) • Space words and may rely on ‘and’ to join ideas • Punctuate with capital letters, full-stops and begin to use questions marks and exclamation marks 	<p>Ask questions: <i>‘What are you going to write about?’</i> <i>‘What will you use to help you?’</i></p> <p>Rehearsing sentences <i>‘How many words are in that sentence?’</i> <i>‘How will you check?’</i> <i>‘What can you do if you get stuck?’</i> <i>‘What’s our repeating sentence?’</i> <i>‘What do we need at the beginning/end of each sentence?’</i> <i>‘How can you make your sentence more exciting?’</i> <i>‘Can you order these pictures from the story?’</i></p>	<p><i>‘You’ve written, ‘Once upon a time, there is a girl called Little Red Riding Hood.’ Tell me how to fix this sentence?’</i></p> <p><i>‘Where should ‘first’, and ‘finally’ be written in your instructions?’</i></p> <p><i>‘How do you begin/end a traditional tale?’</i></p> <p><i>‘What other details could you add to make this even better?’</i></p> <p><i>‘Read that sentence again, slowly. Can you hear a word you have missed out?’</i></p> <p><i>‘Tell me about your writing.’</i></p> <p><i>‘Why did you use this word instead of this one?’</i></p> <p><i>‘Why did you write about...’</i></p> <p><i>‘How can you improve this word/sentence/part?’</i></p>

<p>Year 2: Key Stage 1</p> <ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real & fictional) • write about real events • write poetry • write for different purposes (explaining, instructing, describing or persuading) • can produce basic plans before writing, including pictures and key words and phrases • can talk about what they want to write • refer to these plans when writing • have re-read their work and made simple corrections (for example: added missing words, changed words and phrases, checked for consistent tense, and have used verbs correctly and consistently) • proof read and correct errors in spelling, punctuation and grammar • can say which their favourite sentence is and why • can suggest how to improve sentences • mostly accurately use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms • uses appropriate style for purpose of different text types (for example, headings and subheading for reports, descriptive language in narrative) • write sentences with different forms – statement, question, exclamation or command (eg, STOP! What’s your name?) • use of the expanded noun phrases (the ancient temple, the old, grey dog...) • awareness of correct tense in writing • able to discuss own writing 		<p><i>“Which word can we use to join these sentences together?”</i></p> <p><i>“What can we use instead of ‘and’?”</i></p>
	See example questions above	See example questions above

How to support young children:	Supporting older children in primary school:
<ul style="list-style-type: none"> • Read stories, pausing to notice the opening, the climax and the ending. 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<ul style="list-style-type: none"> • Notice what makes stories interesting 	<ul style="list-style-type: none"> • Discussing and recording ideas
<ul style="list-style-type: none"> • Provide stimulus for ideas (puppets, toys, dress up). 	<ul style="list-style-type: none"> • Grouping ideas
<ul style="list-style-type: none"> • Talk about story lines 	<ul style="list-style-type: none"> • Naming the topic of each group or give each group a title
<ul style="list-style-type: none"> • Cutting out and rearranging sentences, word banks with pictures. 	<ul style="list-style-type: none"> • Using the name/title to create a sentence describing the topic
<ul style="list-style-type: none"> • Saying out loud what they are going to write about 	
<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary 	
<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence 	

Please refer to Key Stage 2 standards if your child is at a higher level.

Example minimum expectations

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving. We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

March 2021