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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| * Say, and hold in memory whilst writing, simple **sentences** which make sense. * Write simple **sentences** that can be read by themselves and others. * Separate **words** with spaces. * Use **punctuation** to demarcate simple **sentences** (**capital letters** and **full** **stops**). * Use capital **letter** for the personal pronoun *I.* * Use **capital letters** for names of people, places and days of the week. * Identify and use **question marks** and **exclamation marks.** * Use the joining word *and* to link words and clauses. * Extend range of joining words to link words and clauses using *but* and *or.* * Make **singular** nouns **plural** using *‘s’* and *‘es’* e.g. *dog, dogs; wish, wishes.* * Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* * Add the prefix *‘un’* to verbs and adjectives to change the meaning e.g. *untie, unkind.* | **Planning**   * Orally plan and rehearse ideas. * Sequence ideas and events in narrative. * Sequence ideas and events in non-fiction. * Use familiar plots for structuring the opening, middle and end of their stories.   **Drafting and Writing**   * Orally compose every **sentence** before writing. * Re-read every **sentence** to check it makes sense. * Compose and sequence their own sentences to write short narratives. * Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.* * Use formulaic phrases to open and close texts. * Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.*   **Evaluating and Editing**   * Discuss their writing with adults and peers.   **Performing**   * Read aloud their writing audibly to adults and peers. | * Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. * Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back.* * Spell words with the /ŋ/sound spelt n before k, e.g. *bank, think.* * Divide words into syllables, e.g. *pocket.* * Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch.* * Spell words with the /v/ sound at the end of words, e.g. *have, live, give.* * Add s and es to words, e.g. *thanks, catches.* * Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. * Add –er and –est to adjectives where no change is needed to the root word. * Spell words with vowel digraphs. * Spell words with vowel trigraphs. * Spell words ending –y (/i:/ or /ɪ/), e.g. *happy.* * Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel.* * Spell words using k for the /k/ sound, e.g. *Kent.* * Add the prefix –un. * Spell compound words, e.g. *farmyard, bedroom.* * Spell common exception words (see below). * Spell days of the week. * Name the letters of the alphabet in order. * Use letter names to distinguish between alternative spellings of the same sound. * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | * Sit correctly at a table and hold a pencil correctly. * Hold a pencil with an effective grip. * Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* * Form digits 0-9 correctly. * Practise forming letters in handwriting families: * ‘Long ladders’ – i, j, l, t, u, * ‘One armed robots’ – b, h, m, n p, r * ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s * Zig-zag letters – k, v, w, x, y, z * Have clear ascenders *(‘tall* ***letters’****)* and descenders *(‘tails’).* * Form **capital** **letters** correctly. |