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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| As aboveand:   * Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). * Use sentences with different forms: **statement, question, command, exclamation.** * Secure the use of **full stops, capital letters, exclamation marks and question marks.** * Use **commas** to separate items in a list. * Use **apostrophes** for contracted forms e*.*g. *don’t, can’t, wouldn’t, you’re, I’ll.* * Use **apostrophes** for **singular** possession in nouns, e.g. *the girl’s name.* * Use subordination for time using *when,* *before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* * Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* * Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn’t rain on sports day.* * Select, generate and effectively use **verbs.** * Explore the progressive form of **verbs** in the **present** **tense** (e.g. *she is drumming*) and **past tense** (*e.g.* *he was shouting*) to mark actions in progress. * Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. * Use **present tense** for non-chronological reports and persuasive adverts. * Select, generate and effectively use **nouns.** * Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* | As aboveand:  **Planning**   * Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.*   **Drafting and Writing**   * Orally rehearse each sentence prior to writing. * Develop a positive attitude to writing. * Develop stamina for writing in order to write at length. * Write about real and fictional events. * Write simple poems based on models. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.*   **Evaluating and Editing**   * Edit and improve own writing in relation to audience and purpose. * Evaluate their writing with adults and peers. * Proofread to check for errors in spelling, grammar and punctuation. * Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.*   **Performing**   * Read aloud their writing with intonation to make the meaning clear. | As aboveand:   * Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes for which one or more spellings are already known. * Learn to spell common exception words (see below). * Learn to spell more words with contracted forms, e.g. *can’t, didn’t, hasn’t, couldn’t, it’s, I’ll*. * Learn the possessive apostrophe (singular), e.g. *the girl’s book.* * To spell correctly, distinguish between homophones (e.g. *here* and *hear; sea* and *see; bear* and *bare; night* and *knight*) and near-homophones (e.g. *quite* and *quiet*; *one* and *won*; *are* and *our*). * Add **suffixes** *ness* and *er* e.g. *happiness, sadness, teacher, baker.* * Add **suffix** *ment* to spell longer words, e.g. *enjoyment.* * Add **suffixes** *ful* and *less* e.g. *playful, careful, careless, hopeless.* * Use **suffixes** *er* and *est* e.g. *faster, fastest, smaller, smallest.* * Use **suffix** *ly* e.g. *slowly, gently, carefully.*   **Spell words with:**   * the /dʒ/ sound spelt as ge and dge at the end (e.g. *age, badge)*, and spelt as g elsewhere (e.g. *magic, giant).* * the /s/ sound spelt c before e, i and y, e.g. *ice, cell* * the /n/ sound spelt kn and gn at the beginning, e.g. *knee, gnat.* * the /ɹ/ sound spelt wr at the beginning e.g. *wrote, wrong.* * the /l/ or /əl/ sound spelt –le at the end of words, e.g. *table, apple.* * the /l/ or /əl/ sound spelt –el at the end of words, e.g. *camel, tunnel.* * the /l/ or /əl/ sound spelt –al at the end of words, e.g. *pedal, capital.* | As aboveand:   * Form lower-case **letters** of the correct size relative to one another. * Orientate **capital letters** correctly. * Use **capital letters** appropriately e.g. *not always writing A as a capital, not using capitals within words.* * Write **capital letters** and digits of the correct size relative to one another and to lower case **letters**. * Start using some of the diagonal and horizontal strokes needed to join **letters** and understand which **letters**, when adjacent to one another, are best left unjoined. * Use spacing between **words** which reflects the size of the **letters**. |
| * Create **compound** words using **nouns**, e.g. *whiteboard* and *football*. * Select, generate and effectively use **adjectives.** * Identify, generate and effectively use **noun phrases,** e.g. *the blue butterfly* *with shimmering wings* (for description), *granulated sugar* (for specification). * Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.* * Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* * Select, generate and effectively use **adverbs**. * Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.* |  | * the ending –il e.g. *pencil, fossil, nostril.* * the /aɪ/ sound spelt –y at the end of words, e.g. *try, reply.* * The /ɔ:/ sound spelt a before l and ll, e.g. call, walk * The /ʌ/ sound spelt o, e.g. mother, Monday * The /i:/ sound spelt –ey, e.g. key, donkey * The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity * The /ɜ:/ sound spelt or after w, e.g. word, worm * The /ɔ:/ sound spelt ar after w, e.g. war, warm * The /ʒ/ sound spelt s, e.g. television, usual * Add –es to nouns and verbs ending in –y, e.g. *copies, babies.* * Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. *copied, copier.* * Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. *hiking, hiked, hiker.* * Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. *patting, patted.* * Spell words ending in -tion, e.g. *station, fiction.* * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |  |