

Year 1 Writing Skills and Knowledge
Transcription – Spelling, handwriting and presentation
I can hold a pencil comfortably and correctly.
I can form most letters correctly, with some ascenders and descenders.
I can correctly form lower case letters from all letter families, starting and finishing in the correct place.
I can correctly form capital letters and the digits 0-9.
I can name and recite letters of the alphabet in order.
I can make plausible phonetic attempts at unknown words.
I can accurately spell a range of CVC, CVCC, CCVC and CCVCC words.
I can spell some high frequency words correctly.
I can use letter names to spell alternative sounds i.e. ay, ai, a_e.
Composition
I can combine words to make written sentences.
I can say my sentences aloud before I write them.
I can generate my own ideas for writing.
I can write for a range of different purposes (genres).
I structure my stories with a beginning, middle and end.
I can read back my writing to check it makes sense.
I can discuss and share my work with others including reading aloud.
Vocabulary, grammar and punctuation
I can use finger spaces between my words.
I can use capital letters and full stops.
I can use a capital letter for names of people, places and days of the week.
I can use a capital letter for pronoun 'I'
I can use question marks and exclamation marks.
I can use conjunctions to extend my sentences.
I can use simple adjectives in my writing.
I can use simple plurals - s and- es
I can use the prefix un-
I can use the suffixes –ing -ed –er -est

Year 2 Writing Skills and Knowledge
Transcription – Spelling, handwriting and presentation
<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
I can use alternative sounds to spell some words e.g. ai/ay/a_e and ow/oa/o_e.
<ul style="list-style-type: none"> • spell many common exception words*
I can spell some words with contracted forms e.g. can't, I'm, didn't, hasn't, it's, I'll, couldn't.
I can use a single/possessive apostrophe correctly e.g. the girl's book.
I know which homophone and near homophones to use in a sentence e.g. there/their/they're, quite/quiet.
I can add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly.
I can write a simple sentence dictated to me from memory using correct known punctuation and spelling.
<ul style="list-style-type: none"> • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.
I can use some diagonal and horizontal joins correctly.
Composition
<i>The pupil can, after discussion with the teacher:</i>
<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly.
I can write for different purposes, a narrative about a personal experience, fictional narrative, real events, and poetry.
I can verbalise my ideas for writing encapsulating what I want to say without support.
I can create a plan to support my writing e.g. writing down my ideas and key words.
I can evaluate and assess my own writing with a teacher/other pupils.
I can read my work and check it makes sense without support.
I can proof read to check for errors in spelling, grammar and punctuation with support.
I can read what I have written with appropriate intonation.
Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
I can use a capital letter for names of people, places and days.
I can use exclamation marks.
I can use commas in a list.
I can write sentences with different forms: statement, question, exclamation, command.
I can use expanded noun phrases to describe e.g. The beautiful, blue butterfly sat on a leaf.
<ul style="list-style-type: none"> • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
I can understand the grammatical terminology in English (noun, noun phrase, adjective, verb, adverb, compound, suffix, apostrophe, and comma).