

Writing	Early Years	Year 1	Year 2
<p>Transcription (Spelling, handwriting and presentation)</p>	<ul style="list-style-type: none"> -To create marks using different materials, such as paint and crayons. -To use mark-making tools with control -To draw lines and circles using large scale movements. -To develop a tripod grip -To hold a pencil near the point -To copy some letters – focusing on those in their name -To show a preference for a dominant hand -To begin to form recognisable letters. -To form some letters correctly -To write own name -To hear and identify sounds in words -To orally blend and segment the sounds heard in words -To link letters and sounds -To write the sounds in CVC words in the correct order -To write longer words using phonic knowledge -To write some tricky words correctly -To spell some short words correctly using phonetic knowledge -To spell some longer words of more than one syllable correctly, using phonetic knowledge. -To correctly spell some high frequency words 	<ul style="list-style-type: none"> -To hold a pencil comfortably and correctly -To form most letters correctly, some with ascenders and descenders -To correctly form lower case letters from all letter families, starting and finishing in the correct place. -To form capital letters -To name and recite letters of the alphabet in order -To make plausible phonetic attempts at unknown words -To accurately spell a range of CVC, CVCC, CCVC and CCVCC words. -To spell most Year 1 common exception words -To use letter names to spell alternative sounds i.e. ay, ai, a_e 	<ul style="list-style-type: none"> -To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others -To use alternative sounds to spell some words e.g.ai/ay/a_e and ow/oa/o_e. -To spell most Year 2 common exception words -To spell some words with contracted forms e.g. can't, I'm, didn't, hasn't, it's, I'll, couldn't. -To use a single/possessive apostrophe correctly e.g. the girl's book. -To know which homophone and near homophones to use in a sentence e.g. there/their/they're, quite/quiet. -To add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly. -To write a simple sentence dictated to me from memory using correct known punctuation and spelling. -To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters -To use spacing between words that reflects the size of the letters. -To start to use diagonal and horizontal joins correctly.

	Early Years	Year 1	Year 2
Composition	<ul style="list-style-type: none"> - To give meaning to the marks they make when drawing, painting or writing -To talk about the different marks they make -To identify separate words in spoken sentences -To write a label or a caption -To write simple sentences -To write sentences that can be read by themselves and others -To use key features of narrative in their own writing. 	<ul style="list-style-type: none"> -To combine words to make written sentences -To say sentences aloud before writing them. -To generate own ideas in writing -To write for a range of different purposes (genres) -To structure stories with a beginning, middle and end. -To read writing back to check it makes sense -To discuss and share work with others including reading aloud 	<ul style="list-style-type: none"> -To write simple, coherent narratives about personal experiences and those of others (real or fictional) -To write about real events, recording these simply and clearly. -To write for different purposes, a narrative about a personal experience, fictional narrative, real events, and poetry. -To verbalise ideas for writing encapsulating what I want to say without support. -To create a plan to support writing e.g. writing down ideas and key words -To evaluate and assess their own writing with a teacher/other pupils - To read writing back to check it makes sense, without support -To proof read to check for errors in spelling, grammar and punctuation with support. - To read writing with appropriate intonation.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> -To use finger spaces between words -To begin to use capital letters for the start of own name or a sentence -To begin to use full stops 	<ul style="list-style-type: none"> -To use finger spaces between words -To use capital letters and full stops -To use a capital letter for names of people, places and days of the week. -To use a capital letter for pronoun 'I' -To use question marks and exclamation marks. -To use conjunctions to extend sentences. -To use simple adjectives -To use simple plurals - s and- es -To use the prefix un -To use the suffixes –ing -ed –er -est 	<ul style="list-style-type: none"> -To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required -To use a capital letter for people's names, places and days. -To use exclamation marks -To use commas in a list. -To write sentences with different forms: statement, question, exclamation, command. -To use expanded noun phrases to describe e.g. The beautiful, blue butterfly sat on a leaf -To use present and past tense mostly correctly and consistently -To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses -To understand the grammatical terminology in English (noun, noun phrase, adjective, verb, adverb, compound, suffix, apostrophe, and comma)