

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

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