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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.
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