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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**.
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| * 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.
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