## Vocabulary, grammar and

## punctuation

- 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.

Composition

## 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.


## Spelling

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 / $\mathrm{y} /$ 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 $/ \mathrm{v} /$ 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.
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- Spell words ending -y (/i:/ or /i/), 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.


## Handwriting

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, I, 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.

