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|  | *Reception* | *Year 1* | *Year 2* |
| Spelling and  Word  Building | Spell CVC and CVVC words accurately, using taught sounds.    Write words and sentences using taught tricky words that are spelt correctly.    Make phonetically plausible attempts at writing longer words. | Spell words containing each of the 40+ phonemes taught.    Spell common exception words.    Spell the days of the week.    Name the letters of the alphabet in order.    Use letter names to distinguish between alternative spellings of the same sound.    Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red.    Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.    Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.    Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words.    Apply simple spelling rules and guidance from Appendix 1 | Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.    Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.    Learn to spell common exception words distinguish between homophones and near-homophones.    Learn the possessive apostrophe (singular).    Learn to spell more words with contracted forms.    Add suffixes to spell longer words, including –ment, – ness, –ful, –less, –ly.    Show awareness of silent letters in spelling e.g. knight, write.    Use –le ending as the most common spelling for this sound at the end of words.    Apply spelling rules and guidelines from Appendix 1. |
| Transcription | Dictation in line with the phonics taught building in length e.g. a cat, it is a cat, it is a big cat, it is a big black cat on a mat. | Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation taught so far. |
| Contexts for writing | Write their names.    Write labels.    Write captions.    Write lists.    Write narratives.    Write in response to a range of stimuli.    Write descriptions. | Write narratives about personal experiences and those of others (real and fictional).    Write about real events.    Write poetry.    Write for different purposes. | Write narratives about personal experiences and those of others (real and fictional).    Write about real events.    Write poetry.    Write for different purposes. |
| Handwriting | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.    Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.    Write with their dominant hand using a tripod grip.    Give meaning to their writing.  Produce recognisable letters and words to convey meaning another person can read writing with some mediation.    Understand which letters belong to which handwriting ‘families’ and to practise these. | Sit correctly at a table, holding a pencil comfortably and correctly.    Understand which letters belong to which handwriting ‘families’ and to practise these.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.    Form capital letters.    Form digits 0-9. | Form lower-case letters of the correct size relative to one another  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.    Use spacing between words that reflects the size of the letters.  Join letters correctly following handwriting programme. |
| Grammar and Punctuation | Use finger spacing.    Demarcate the end of a sentence with a full stop.    Begin a sentence with a capital letter. | Leave spaces between words.    Join words and joining clauses using "and".    Use familiar adjectives to add detail.    Use regular plural noun suffixes (-s, -es)    Use verb suffixes where root word is unchanged (ing, -ed, -er).    Use the un- prefix to change meaning of adjectives/adverbs.  Combine words to make sentences, including using and.    Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.    Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. | Use expanded noun phrases to describe and specify.    Attempt some varied vocab and use some varied sentence openings e.g. time connectives.    Use conjuctions (using or, and, or but).    Use commas in lists.    Use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession.  Use the present and past tenses correctly and consistently including the progressive form.  Use extended simple sentences e.g. including adverbs and adjectives to add interest.    Use and understand grammatical terminology when discussing writing.    Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation, exclamation marks and commas in a list.    Apostrophes for contracted form and for possession. |
| Planning and Editing | Articulate their ideas and thoughts in wellformed sentences.    Read sentences aloud to check for sense.  Use magic circles for mistake and be confident to have another go. | Say out loud what they are going to write about.    Compose a sentence orally before writing it.    Orally sequence sentences to form short narratives.    Re-read what they have written to check that it makes sense.    Discuss what they have written with the teacher or other pupils.  Suggest ways they could make their work even better. | Write down ideas and/or key words, including new vocabulary.    Plan what they want to say, sentence by sentence.    Evaluate their writing with the teacher and other pupils.    Re-read to check that their writing makes sense.    Proofread to check for errors in spelling, grammar and punctuation. |