



## **1. Composition**

- 1a. Orally compose a sentence
- 1b. Write simple sentences
- 1c. Sequence sentences to form short narrative
- 1d. Include some detail in writing to add interest, for example an adjective or simple simile
- 1e. Uses vocabulary which is appropriate to the subject matter
- 1f. Begin to show some features of different text types
- 1g. Re-read work to check it makes sense e.g. notices missing words or sentences
- 1h. Re-read work to check for missing punctuation
- 1i. Write a text related to cross-curricular learning

## **2. Grammar and Punctuation**

- 2a. Use full stops to end some sentences
- 2b. Use capital letters at the start of some sentences
- 2c. Begin to use capital letters for names (proper nouns) and personal pronoun 'I'
- 2d. Begin to use exclamation marks and question marks
- 2e. Join words or clauses using 'and'

## **3. Spelling**

- 3a. Identify known phonemes in unfamiliar words
- 3b. Use syllables to divide words when spellings
- 3c. Begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e
- 3d. Add s or es to nouns to make plurals
- 3e. Use prefix un correctly
- 3f. Add ed, ing, er and est to root words where no change is needed
- 3g. Spell common exception words from English Appendix 1
- 3h. Apply knowledge of other spelling patterns from English Appendix 1

## **4. Handwriting**

- 4a. Hold a pencil comfortably and correctly
- 4b. Form lower-case letters and digits in the correct direction, starting and finishing in the right place
- 4c. Form lower-case letters of the correct size relative to one another in some of the writing
- 4d. Form capital letters and digits 0-9
- 4e. Use spacing between words
- 4f. Understand which letters belong to which handwriting 'families' (letters formed in similar ways)
- 4g. Becoming secure with ascenders and descenders.