



1. Composition

- 1a. Write narratives about personal experiences and those of others (real and fictional)
- 1b. Write about real events
- 1c. Write poetry
- 1d. Write narrative with a clear beginning, middle and end
- 1e. Use some appropriate story language
- 1f. Use simple organizational devices when writing for different purposes, drawing on reading to inform their vocabulary and grammar *
- 1g. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] and make simple additions, revisions and corrections to their own writing *
- 1h. Evaluate their writing with the teacher and other pupils

2. Grammar and Punctuation

- 2a. Use full stops
- 2b. Use capital letters
- 2c. Use exclamation marks *
- 2d. Use question marks
- 2e. Use commas for lists *
- 2f. Use apostrophes for contracted forms *
- 2g. Use apostrophes for possessive (singular) *
- 2h. Use statements
- 2i. Use questions
- 2j. Use exclamations
- 2k. Use commands
- 2l. Use expanded noun phrases to describe and specify [for example, the blue butterfly]
- 2m. Use adverbs to qualify verbs
- 2n. Use pronouns to avoid repetition

2o. Use the present and past tenses correctly and consistently including the progressive form

2p. Use subordination (when, if, that, or because)

2q. Use co-ordination (or, and, or but)

3. Spelling

3a. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others

3b. Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling

3c. Spell a few common homophones and near homophones

3d. Spell many / most common exception words

3e. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly*

3f. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

4. Handwriting

4a. Form lower-case letters in the correct direction, starting and finishing the correct place

4b. Form lower-case letters of the correct size relative to one another

4c. 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 un-joined *

4d. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

4e. Use spacing between words that reflects the size of the letters

* statements denote greater depth requirements