



Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
Spelling 1. I can spell words containing each of the 40+ phonemes already taught (Phase 3). 2. I can spell common exception words. 3. I can spell days of the week. 4. I can name all the letters of the alphabet in order. 5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities). 7. I can use the suffix 's' or 'es' for plurals. 8. I can use the suffix 's' or 'es' for third person singular verbs. 9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word eg helping, helped, helper. 10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning. Handwriting 11. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place. 12. I can form capital letters. 13. I can form digits 0-9. 14. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper). Spelling ↑ Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words ↑ Spell almost all words in the Year 1 and 2 list accurately Handwriting ↑ Know which letters have ascenders and descenders ↑ Consistent in use of small case and capital letters	Grammar 15. I can combine words to make a sentence. 16. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below). 17. I can use 'and' to join two clauses and words in a list. Punctuation 18. I am beginning to start and end sentences: - use capital letters to start - use a full stop to end - or question mark / exclamation mark. 19. I can use a capital letter: - for 'I' - for everyday proper nouns. 20. I can separate words using (finger) spaces. <i>Grammar and punctuation terminology</i> <i>word</i> <i>sentence</i> <i>letter</i> <i>capital letter</i> <i>singular</i> <i>full stop</i> <i>punctuation</i> <i>question mark</i> <i>exclamation mark</i> Sentence structure ↑ Use adverbs to start sentences. For example – Slowly..., Carefully..., Fortunately... ↑ Use pronouns to avoid repetition ↑ Make sentences longer and use words other than 'and' and 'then' to join ideas together	Purpose and organisation 21. I can sequence sentences to form a short recount or narrative. 22. I can say what I'm going to write and then compose a sentence orally before writing it. Editing 23. I can re-read what I have written to check that it makes sense (with an adult if needed). 24. I can discuss and read aloud what I have written. 25. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions). Purpose and organisation ↑ Sequence a short story or series of events related to learning in science, history and geography ↑ Start a narrative by introducing a character ↑ Organise writing so that the purpose is clear