

	Reception	Year 1	Year 2
Transcription Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	<ul style="list-style-type: none"> ♣ spell words containing each of the 40+ phonemes already 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 ♣ add prefixes and suffixes: –s or –es, un–, –ing, –ed, –er and –est. ♣ apply simple spelling rules (see appendix 1) ♣ write from memory simple sentences dictated by the teacher. 	<ul style="list-style-type: none"> ♣ segment spoken words into phonemes and representing these by graphemes, spelling many correctly. ♣ spell common exception words ♣ spell homophones, words with contracted forms and add suffixes to longer words including –ment, –ness, –ful, –less, –ly ♣ apply Year 2 spelling rules (see appendix 1)
Handwriting	Write recognisable letters, most of which are correctly formed;	<ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters and capital in the correct direction, starting and finishing in the right place ♣ form digits 0-9 	<ul style="list-style-type: none"> ♣ form capital and lower-case letters of the correct orientation and size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters ♣ use spacing between words that reflects the size of the letters.
Composition	Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none"> ♣ write sentences by saying out loud what they are going to write about ♣ compose a sentence orally before writing it ♣ 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 	<ul style="list-style-type: none"> ♣ develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others, real events, poetry and for different purposes. ♣ consider what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary and encapsulating

		<ul style="list-style-type: none"> ♣ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>what they want to say, sentence by sentence.</p> <ul style="list-style-type: none"> ♣ make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, proof-reading to check for errors in spelling, grammar and punctuation ♣ read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> ♣ leave spaces between words ♣ join words and joining clauses 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' ♣ learn the grammar for year 1 in English Appendix 2 	<ul style="list-style-type: none"> ♣ learn how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. ♣ use sentences with different forms: statement, question, exclamation, command. ♣ expanded noun phrases to describe and specify ♣ the present and past tenses correctly ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English

			♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing
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