



Spelling

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.

I can break down spoken words into their sounds and spell some correctly.

Spell words containing each of the 40+ phonemes already taught.

I can spell words containing each of the letter sounds I have been taught.

Spell some common exception words.

I can spell some common exception words.

Spell the days of the week.

I can spell the days of the week.

Name the letters of the alphabet in order.

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Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound..

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

I know the plural rule and can use -s and -es in the right place.

Add prefixes and suffixes using the prefix un-.

I can add un- to the start of a word to make a different word.

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helping, eating, quicker, quickest.

I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

Apply simple spelling rules and guidance, as listed in (English Appendix 1).

I can use simple spelling rules.

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

I can write the correct spellings in simple sentences I hear my teacher say.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

I can sit correctly at a table, holding a pencil comfortably and correctly.

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

I can write lower-case letters in the correct direction, starting and finishing in the right place.

Form capital letters.

I can write capital letters.

Form digits 0-9.

I can write numbers 0-9.

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

I can see which letters belong to which handwriting 'families'.

Composition

Write sentences by saying out loud what he/she is going to write about.

I can write sentences by saying out loud what I am going to write about.

Compose and write sentences independently to convey ideas.

I can write sentences on my own.

Write sentences, sequencing them to form short narratives (real or fictional).

I can join my sentences together to make a story.

Write sentences by re-reading what he/she has written to check that it makes sense.

I can read my sentence and check that it makes sense.

Discuss what he/she has written with the teacher or other pupils.

I can talk about my writing with my teacher or children in my class.

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

I can read my sentence out loud so that children in my class can hear and understand me.

Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.

I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes.

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.

I can show you how un- added to the beginning of a word can change its meaning.

Understand how words can combine to make sentences.

I can put words together to make sentences.

Join words and clauses using and.

I can use joining words like 'and'.

Separate words with spaces.

I can use spaces between words.

Use capital letters and full stops to demarcate sentences in some of his/her writing.

I can use capital letters and full stops.

Begin to punctuate work using question marks and exclamation marks.

I can use question marks and exclamation marks.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

I can use capital letters for names, places, the days of the week and the word 'I'.

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.