



## Spelling

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  
*I can break down spoken words into their sounds and write them mostly correctly.*

**Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**  
*I can learn new spellings by using words I already know how to spell.*

Spell by learning to spell common exception words.  
*I can spell common exception words.*

Spell by learning to spell more words with contracted forms.  
*I can spell words which have been shortened.*

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  
*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

Spell by distinguishing between homophones and near-homophones.  
*I can spell words that sound the same but are spelt differently e.g. buy, bye, by.*

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.*

Apply 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, common exception words and punctuation taught so far.  
*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

## Handwriting

Form lower-case letters of the correct size relative to one another.  
*I can write lower-case letters that are all the same size.*

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 unjoined.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

**Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  
*I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.*

Use spacing between words that reflects the size of the letters.  
*I can use spacing between words that fits with the size of the letters.*

## Composition

Write narratives about personal experiences and those of others (real and fictional).  
*I can write about things I have done and things that others have done.*

Write about real events to develop positive attitudes toward and stamina for writing.  
*I can write a long piece of text about a real event in one go.*

Write poetry to develop positive attitudes toward and stamina for writing.  
*I can write poetry.*

**Write for different purposes to develop positive attitudes toward and stamina for writing.**  
*I can write for different purposes, writing long and short pieces of work.*

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*

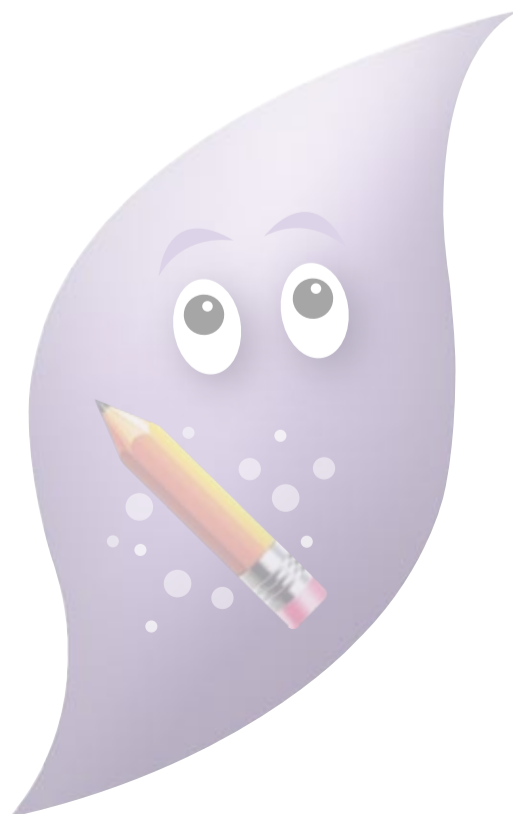
**Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
*I can plan my writing by writing down my ideas or talking about them for each sentence.*

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.  
*I can change my writing and make corrections after I have spoken to a teacher or another child about it.*

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*

**Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**  
*I can proof-read my work and check for spelling, punctuation and grammar errors.*

Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*



## Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*

Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*

**Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.**  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*

**Use subordination (using when, if, that, because) and co-ordination (using or, and, but).**  
*I can use these words in my writing: when, if, that, because, and, or, but.*

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or statement.*

**Make the correct choice and make consistent use of present tense and past tense throughout writing.**  
*I can use the correct tense in my writing.*

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*

**Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.**  
*I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.*

**Use commas to separate items in a list.**  
*I can use commas when I am writing a list.*

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*

Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*