

Year	Writing	Spelling	Handwriting
1	<p>I can:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing sentences orally before writing.</li> <li>• Leaving spaces between words.</li> <li>• Joining words and clauses using and.</li> <li>• Beginning to punctuate sentences using capital letters, full stops.</li> <li>• Using a capital letter for people's names places, days of the week and the personal pronoun I.</li> <li>• Re aloud their writing clearly enough to be heard by the teacher and their peers.</li> <li>• Sequencing sentences to form short narratives.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• name the letters of the alphabet in order.</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• Use the prefix un–.</li> <li>• Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> <li>• Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</li> </ul>
2	<p>I can:</p> <ul style="list-style-type: none"> <li>• To use apostrophes to mark</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Segment spoken words into</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the</li> </ul>

	<p>singular possession in nouns and contractions.</p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list</li> <li>• Sentences with different forms: statements, commands, exclamations and questions.</li> <li>• Expanded noun phrases to describe and specify.</li> <li>• The present and past tense correctly and consistently including the progressive form.</li> <li>• Subordination and coordination.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Beginning to punctuate sentences with question marks and exclamation marks.</li> </ul>	<p>phonemes and representing these by graphemes, spelling many correctly.</p> <ul style="list-style-type: none"> <li>• Learn 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.</li> <li>• Learn to spell common exception words.</li> <li>• Learn to spell more words with contracted forms.</li> <li>• Learn the possessive apostrophe (singular) [for example, the girl's book].</li> <li>• Distinguish between homophones and near-homophones.</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>• <i>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</i></li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<p>correct size relative to one.</p> <ul style="list-style-type: none"> <li>• 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 not joined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>
3	<p>I can:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</li> <li>• Increase the legibility, consistency</li> </ul>

	<ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using fronted adverbials.</li> <li>• Using direct speech.</li> </ul>	<p>misspelt (English Appendix 1)</p> <ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
4	<p>I can:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using commas after fronted adverbials.</li> <li>• indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Punctuating direct speech.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>

5	<p>I can:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary ☒ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility, probability and certainty.</li> <li>• Using relative clauses beginning with who, which, where, when, whose.</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Spell endings which sound like spelt -cious or -tious /ʃ ə s/.</li> <li>• Spell endings which sound like /ʃ ə l/.</li> <li>• Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</li> <li>• Spell words ending in -able and -ible.</li> <li>• Spell words ending in -ably and -ibly.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for task.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Punctuating bullet points consistently.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Proof reading for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Add suffixes beginning with vowel letters to words ending in -fer.</li> <li>• Use the hyphen</li> <li>• Spell words with the /i:/ sound spelt ei after c.</li> <li>• Spell words containing the letter-string ough.</li> <li>• Spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</li> </ul>	
6	<p>I can:</p> <ul style="list-style-type: none"> <li>• Selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Proof-reading for spelling and punctuation errors.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for task.</li> </ul>

	<p>and enhance meaning.</p> <ul style="list-style-type: none"><li>• Using expanded noun phrases to convey complicated information concisely.</li></ul>	<p>these in a dictionary.</p> <ul style="list-style-type: none"><li>• Use a thesaurus.</li><li>• Spell endings which sound like spelt -cious or -tious /ʃ ə s/.</li><li>• Spell endings which sound like /ʃ ə l/.</li><li>• Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li><li>• Spell words ending in -able and -ible</li><li>• Spell words ending in -ably and -ibly</li><li>• Add suffixes beginning with vowel letters to words ending in -fer</li><li>• Use the hyphen</li><li>• Spell words with the /i:/ sound spelt ei after c.</li><li>• Spell words containing the letter-string ough.</li><li>• Spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</li></ul>	
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