



Year Group	Composition					Transcription	
	Language and Vocabulary	Drafting and Editing	Text Structure and Organisation	Punctuation	Sentence Structure/Grammar	Handwriting	Spelling
EYFS	<p>Communication and Language ELG: Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p>		<p>Communication and Language ELG: Develop their own narratives and explanations by connecting ideas or events.</p>		<p>Communication and Language ELG: Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Writing ELG: Write simple sentences which can be read by themselves and others</p>	<p>Physical Development ELG: Handle equipment and tools effectively, including pencils for writing.</p>	<p>Writing ELG: Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>



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Year 1 Working at the Expected Standard	Say out loud what they are going to write about. Read their writing aloud and clearly to an audience.	Re-read sentences to check that they make sense. Discuss what they have written with the teacher and peers.	Sequence sentences to form short narratives.	Use capital letters and full stops. Use question marks. Use exclamation marks. Use a capital letter for proper nouns and the personal pronoun 'I'	Compose a sentence orally before writing it. Use 'and' to join clauses.	Sit correctly holding at a table holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the correct place. Form capital letters Form numbers 0 – 9 Understand handwriting families e.g. sky letters, ground letters	Name the letters of the alphabet. Use letter names to distinguish between alternative spellings of the same sound. Spell words containing the the 40+ phonemes already taught. Spell many common exception words. Spell the days of the week correctly. Use the spelling rule for plurals



						<p>and grass letters</p> <p>Use spaces between words.</p>	<p>and third person singular.</p> <p>Use the prefix un-</p> <p>Use suffixes – ing, -ed, -er and –est where no change is needed to the root word. e.g. helper, eating</p> <p>Apply simple spelling rules.</p> <p>Write from memory simple sentences dictated by the teacher, including common exception words taught so far.</p>
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	Language and Vocabulary	Drafting and Editing	Text Structure and Organisation	Punctuation	Sentence Structure/Grammar	Handwriting	Spelling
<p>Year 2</p> <p>Working at the Expected Standard</p>	<p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas/key words/new vocabulary.</p> <p>Encapsulating what they want to say – sentence by sentence – summarise a whole idea for writing.</p>	<p>Evaluating their writing with the teacher and peers.</p> <p>Re-reading to check their writing makes sense, verbs indicate time are being used correctly, including verbs in the continuous form e.g. they sing a song or they are</p>	<p>Write narratives about personal experiences of themselves and others (real and fictional)</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes e.g. to persuade or inform</p>	<p>Use a range of punctuation including: full stops, capitals, exclamation marks, question marks, commas in a list e.g. sugar, eggs, milk and bread and apostrophes for contracted words e.g. can't and possessive apostrophe</p>	<p>Write sentences with different forms – statement, question, exclamation and command</p> <p>Expand noun phrases e.g. the blue butterfly</p> <p>Use present and past tenses correctly including the progressive form e.g.</p> <p>Present – am, is, are – We are watching TV</p> <p>Past – was, were – They were asleep.</p> <p>Use subordination – when, if, that,</p>	<p>Form lower case letters of the correct size in relation to one another.</p> <p>Use some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capitals and digits of the correct size and orientation in relation to one another.</p>	<p>Segment spoken words into sounds and write these as letters, spelling many correctly.</p> <p>Learn new ways of spelling sounds for which one or more spellings are already known, e.g ai in rain then ay in day and later eigh in weight.</p> <p>Spell some common homophones</p>



		<p>singing a song</p> <p>Proof reading and editing to check for errors in grammar, punctuation and spelling.</p> <p>Read aloud with appropriate intonation and expression</p>		<p>e.g. Sam's bag</p>	<p>because - correctly in a sentence</p> <p>Use coordination – or, and, but – correctly in a sentence</p>	<p>Use spacing between words that reflects the size of the letters.</p>	<p>e.g. meet/meat and pair/pear</p> <p>Spell many common exception words.</p> <p>Spell contracted words e.g. isn't, wasn't, don't, couldn't, can't</p> <p>Use the singular possessive apostrophe e.g. the girl's book, John's watch</p> <p>Distinguish between homophones and near homophones e.g.</p>
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							accept/except or further/father or wary/weary Write from memory simple sentences dictated by the teacher, including common exception words and punctuation taught so far.
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