

	EYFS	Year 1	Year 2
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> I can use phonic knowledge to write words in ways which match their spoken sounds. I can write some irregular common words. 	<ul style="list-style-type: none"> I can spell words containing each of the 40+ phonemes I can spell common exception words I can spell the days of the week I can name the letters of the alphabet in order I can use letter name to distinguish between alternative spelling with the same sound 	<ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly I am learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones I am learning to spell common exception words I can Distinguish between homophones and near-homophones
Spelling Strategies/Rules	<ul style="list-style-type: none"> I can write some words that are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> I can use the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs I can use the prefix un- I can use –ing, -ed, -er and –est when no change is needed in the spelling for root words I can apply simple spelling rules and guidance from appendix 1 	<ul style="list-style-type: none"> I am learning the possessive apostrophe (singular)• learning to spell more words with contracted forms I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly I can apply spelling rules and guidelines from Appendix 1
Transcription	<ul style="list-style-type: none"> I can write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> I can write from memory simple sentences dictated by the teacher (including words using the GPCs and common exception words taught so far) 	<ul style="list-style-type: none"> I can write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting		<ul style="list-style-type: none"> I can sit correctly at a table and hold a pencil comfortably and correctly I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place I can form capital letters I can form digits 0-9 I understand which letters belong to handwriting ‘families’ and practise these I can leave spaces between words 	<ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters I can use spacing between words that reflects the size of the letters.
Context			<ul style="list-style-type: none"> I can write narratives about personal experiences and those of others (real and fictional) I can write about real events I can write poetry I can write for different purposes
Planning		<ul style="list-style-type: none"> I can say out loud what I am going to write about I can compose a sentence orally before writing it 	<ul style="list-style-type: none"> I can plan or say out loud what I am going to write about
Drafting		<ul style="list-style-type: none"> I can sequence sentence to form short narratives I can re-read what I have written to check that it makes sense 	<ul style="list-style-type: none"> I can write down ideas and/or key words, including new vocabulary I can encapsulate what I want to say, sentence by sentence
Editing		<ul style="list-style-type: none"> I can discuss what I have written with the teacher or with other pupils 	<ul style="list-style-type: none"> I can evaluate my writing with the teacher and other pupils I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form I can proofread to check for errors in spelling, grammar and punctuation
Performing		<ul style="list-style-type: none"> I can read my writing aloud, clearly enough to be heard by my peers and my teacher 	<ul style="list-style-type: none"> I can read aloud what I have written with appropriate intonation to make the meaning clear
Vocabulary		<ul style="list-style-type: none"> I can join words and clauses using ‘and’ 	<ul style="list-style-type: none"> I can expand noun phrases to describe and specify
Grammar		<p>I can understand the following:</p> <ul style="list-style-type: none"> Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjectives/adverbs To combine words to make sentences, including using ‘and’ I can sequence sentences to form short narratives Separation of words with spaces Sentence demarcation (. ! ?) Capital letters for names and pronoun 'I') 	<p>I can understand the following:</p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Some features of written Standard English Suffixes to form new words (-ful, -er, -ness) Sentence demarcation Commas in lists Apostrophes for omission & singular possession
Punctuation		<ul style="list-style-type: none"> I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<ul style="list-style-type: none"> I am learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology		Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma