

Subject - Writing

	Reception Communication and Language Literacy	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> • I can use my phoneme knowledge to attempt spelling simple words. • I can say the days of the week in order and know the initial sound for spelling each day. • I can recite letter names in order. • I can begin to write from memory a simple three-word sentence with the aid of a phoneme mat. 	<ul style="list-style-type: none"> • I can spell words using aids such as the phoneme mats. • I can correctly spell some common exception words. • I can spell and recite the days of the week correctly using my phonic knowledge. • I know all the letter names and can recite them in order. • I can start to use letter names when spelling aloud. • I can write from memory short sentences dictated by a teacher. • I can use the suffixes - 'ing', 'ed', 'est' and 'er'. • I can use regular plural noun suffixes - 's', 'es'. • I can use the prefix - 'un'. • I can spell the days of the week independently. • I can use capital letters for proper nouns and the personal pronoun 'I.' 	<ul style="list-style-type: none"> • I can spell words correctly by segmenting spoken words into phonemes and representing these by graphemes. • I can correctly spell most common exception words. • I know how to spell words with contracted forms. • I can use possessive apostrophes. • I can add suffixes to spell longer words -ment, -ness, -ful, -less and -ly. • I can write from memory sentences dictated by the teacher that include common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • I can start to form letters correctly. • I can use an effective pencil grip, handling equipment showing good control and co-ordination in small movements i.e. using my thumb and two fingers. 	<ul style="list-style-type: none"> • I know how to sit in the BBC position when writing. • I know how to hold a pencil comfortably and correctly. • I can form lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • I can independently maintain the BBC position when writing in all curriculum areas. • I can use diagonal and horizontal strokes needed to join lower case letters.

	<ul style="list-style-type: none"> • I can form letters of the correct size for the handwriting family. • I know what the BBC position is and sometimes independently use it during adult lead table activities. 	<ul style="list-style-type: none"> • I can use diagonal and horizontal strokes with lower case letters. • I can form all capital letters correctly. • I know which letters belong to which handwriting families and form these with confidence. 	<ul style="list-style-type: none"> • I can join some lower case letters consistently. • I can consistently use the handwriting families to form lowercase letters, capital letters and digits of correct size and orientation to one another. • I can use finger spaces between words that reflect the size of the letters.
Composition	<ul style="list-style-type: none"> • I can use my phonic knowledge and the support of a phoneme mat to write words in ways that match my spoken words. • I can write simple sentences that can be read aloud by others or myself. • I am beginning to use 'Think It, Say It, Write It' approach in adult lead activities . • I can sequence pictures ready to form short narratives in order. 	<ul style="list-style-type: none"> • I can confidently apply the 'Think It, Say It, Write It' approach in independent writing. • I can sequence sentences to form short narratives. • I can read aloud my writing clearly for an audience of peers and teachers. • I can re-read what I have written to check it makes sense. 	<ul style="list-style-type: none"> • I can independently apply the 'Think It, Say It, Write It' approach were applicable. • I can use a high level of writing stamina to write: narratives, real events, poetry and writing for different purposes. • I can plan writing and proof read what I have written. • I can encapsulate what I want to say sentence by sentence before writing. • I can make simple additions, revisions and corrections to my own work. • I can evaluate my writing with the teacher and my peers. • I can read aloud what I have written.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • I can begin to apply finger spaces between words. • I can begin to use full stops at the end of most sentences. • I can speak in past, present and future forms accurately in preparation for writing. • I can extend vocabulary in preparation for writing by 	<ul style="list-style-type: none"> • I can consistently apply finger spaces between words. • I can use 'and' and 'because' to join sentences. • I can use capital letters, full stops, question marks and exclamation marks. • I can use capital letters for pronouns including the personal pronoun 'I', places and the days of the week. 	<ul style="list-style-type: none"> • I can use subordinating conjunctions such as 'when', 'because' and 'if' within my writing. • I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes. • I can use expanded noun phrases.

	grouping, naming and exploring the meaning and sounds of new words.		<ul style="list-style-type: none">• I can use the correct tense within my writing; past, present and progressive.• I can use coordinating conjunctions such as 'and' and 'but' within my writing.
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