

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> - Write phrases, simple sentences or sentence-like structures, which can be partly understood. - Sometimes use 'and' to join words and clauses. - Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place. - Talk about question marks and exclamation marks; begin to know their purpose. - Use a capital letter for their name and for the personal pronoun 'I'. - With prompting, include adjectives to describe something. - Begin to use some features of Standard English, with prompting. 	<ul style="list-style-type: none"> - Write sentences or sentence-like structures which can be clearly understood. - Often use 'and' to join words and clauses. - Sometimes use a capital letter and full stop to show sentence boundaries. - Sometimes use a question mark or an exclamation mark in the right place. - Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Sometimes include adjectives for description. - Begin to use some features of Standard English e.g. I did. 	<ul style="list-style-type: none"> - Write sentences which are usually grammatically accurate. - Experiment with a range of joining words. - Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. - Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Often include adjectives for description. - Use some features of Standard English e.g. I did, we were.
Spelling	<ul style="list-style-type: none"> - Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far. - Spell words containing each of the phonemes taught so far. - Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. - Spell some common exception words in the YR 1 spelling appendix. - Recognise and understand what a compound word is. - Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns. - Name most letters of the alphabet; know some letter sequences in alphabetical order. <p>To begin to spell some of the Y1 common exception words correctly</p>	<ul style="list-style-type: none"> - Write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. - Spell most common exception words in the YR 1 spelling appendix. - Recognise and spell a set of simple compound words. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. - Name the letters of the alphabet in order. - To spell some of the Y1 common exception words correctly 	<ul style="list-style-type: none"> - Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word. - Spell at least all the common exception words in the YR 1 spelling appendix. - Recognise and spell a wide range of simple compound words. - To spell most of the Y1 common exception words correctly

<p>Handwriting</p>	<ul style="list-style-type: none"> - Some letters are correctly formed and orientated, including lower case, capital letters and digits. - Capital letters formed correctly for one's own name and the personal pronoun 'I'. - Some spaces are left between words, although inconsistently. - Most letters sit on the line, sometimes with guidance. 	<ul style="list-style-type: none"> - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly. 	<ul style="list-style-type: none"> - Most letters are correctly formed and orientated, including lower case, capital letters and digits. - Capital letters formed correctly and appropriately, relative to lower case letters. - Spaces between words are appropriate in size. - Letters sit on the line correctly. - Some letters may be joined.
<p>Planning, writing and editing</p>	<ul style="list-style-type: none"> - Say out loud what they are going to write about; talk about where the sentence begins and ends, with support. - Attempt to write to the task. - Write simple phrases and sentences to form narratives based on real or fictional experiences. - Orally compose and write simple poems, usually as a group. - With support, re-read writing to check it makes sense. - Make a simple change where suggested - directed by an adult. 	<ul style="list-style-type: none"> - Compose sentences orally before writing; talk about where the sentence begins and ends. - Attempt to write appropriately to the task. - Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. - Compose orally and write simple poems. - Re-read writing to check it makes sense. - Make simple changes where suggested - directed by an adult. 	<ul style="list-style-type: none"> - Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends. - Write appropriately to the task. - Write sequences of accurate sentences to form narratives based on real or fictional experiences. - Orally compose and write a variety of simple poems, sometimes independently. - Re-read writing independently, to check it makes sense. - Discuss own writing with others; make simple changes where suggested.
<p>Awareness of audience/ purpose and structure</p>	<ul style="list-style-type: none"> - To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures - To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences - To read aloud what they have written with appropriate intonation to make the meaning clear 		