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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling**  *(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| * Say, and hold in memory whilst writing, simple **sentences** which make sense. * Write simple **sentences** that can be read by themselves and others. * Separate **words** with finger spaces. * Punctuate simple **sentences** with **capital letters** and **full** **stops.** * Use capital **letter** for the personal pronoun. * Use **capital letters** for names of people, places and days of the week. * Identify and use **question marks** and **exclamation marks.** * Use simple connectives to link ideas e.g. *and.* * **Pluralise** nouns using *‘s’* and *‘es’* e.g. *dog, dogs; wish, wishes.* * Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.* * Add the prefix *‘un’* to verbs and adjectives to change the meaning e.g. *untie, unkind.* | * Orally compose every **sentence** before writing. * Re-read every **sentence** to check it makes sense. * Orally plan and rehearse ideas. * Sequence ideas/events in order. * Use formulaic phrases to open and close texts. * Use familiar plots for structuring the opening, middle and end of their stories. * Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* * Discuss their writing with adults and peers. * Read aloud their writing to adults and peers. | * Name the **letters** of the alphabet in order. * Use **letter** names to distinguish between alternative spellings of the same sound. * Spell **words** containing each of the phonemes already taught. * Be able to encode the sounds they hear in **words.** * Be able to read back **words** they have spelt. * Use their phonic knowledge when spelling unfamiliar words *(i.e. produce phonically plausible spellings).* * Spell common exception **words**. * Spell the days of the week. * Use the spelling rule for adding *–s* or *–es (i.e. when the* ***word*** *has a /ɪz/ sound).* * Use the prefix *un–* for **words** without any change to the spelling of the root **word** . * Use suffixes *–ing*, *–ed*, *–er* and *–est* where no change is needed in the spelling of root **words.** * Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. * Write from memory simple **sentences** dictated by the teacher that include **words** taught so far. | * Hold a pencil with an effective grip. * Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented.* * Have clear ascenders *(‘tall* ***letters’****)* and descenders *(‘tails’).* * Form **capital** **letters** correctly. |