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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** |
| As aboveand:   * Say, write and punctuate simple and **compound** sentences using the connectives *and, but* and *or.* * Use sentences with different forms: statement, question, command, exclamation. * Use **commas** to separate items in a list. * Use **apostrophes** for contracted forms e*.*g. *don’t, can’t, wouldn’t, you’re, I’ll.* * Use subordination for time e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.* Other time connectives*: while, as, before, after.* * Use subordination for reason e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* Other reason connectives*: so, if, then, for, unless.* * Select, generate and effectively use **verbs.** * Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. * Use **present tense** for non-chronological reports and persuasive adverts. * Select, generate and effectively use **nouns.** * Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* * Select, generate and effectively use **adjectives.** * Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.* * Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* * Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.* | As aboveand:   * Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* * Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* * Write about real and fictional events. * Write simple poems based on models. * Edit and improve their own writing in relation to audience and purpose. * Evaluate their writing with adults and peers. * Proofread to check for errors in spelling, grammar and punctuation. * Read aloud their writing with intonation to make the meaning clear. | As aboveand:   * Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes for which one or more spellings are already known. * Learn some words with each spelling, including a few common homophones. * Learn to spell common exception words. * Learn to spell more words with contracted forms. * Distinguish between homophones and near-homophone. * Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* * Select, generate and effectively use adjectives. * Add **suffixes** *ful* or *less to create adjectives e.g. playful, careful, careless, hopeless.* * Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* * Use **suffix** *ly* to turn **adjectives** into **adverbs** e.g. *slowly, gently, carefully.* * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. | As aboveand:   * Form lower-case letters of the correct size relative to one another. * Use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.* * Write upper case letters of the correct size relative to lower case letters. * Start using some of the diagonal and horizontal strokes needed to join letters. |