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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.
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