



|   |  |   |
|---|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spelling</b></p>            | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spelling</b></p>           | <p><b>Spelling</b><br/>Pupils should be taught to:<br/>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <ul style="list-style-type: none"> <li>• apply simple spelling rules &amp; guidance</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing Handwriting</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Handwriting</b></p>        | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing Composition</b></p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Planning</b></p>           | <p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>  |
|   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing</b></p>            | <p>write sentences by:</p> <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> </ul>  |
|   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Editing Evaluating</b></p> | <ul style="list-style-type: none"> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>•</li> </ul>  |
|   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Performing</b></p>         | <ul style="list-style-type: none"> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>   |

|  |                       |  |
|--|-----------------------|--|
| <b>Grammar, Punctuation &amp; Spelling</b> | <b>Punctuation</b>    | <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>   |
|  | <b>Grammar</b>        | <ul style="list-style-type: none"> <li>• joining words and joining clauses using and</li> </ul>  |
|  | <b>Word Knowledge</b> | <ul style="list-style-type: none"> <li>• Regular plural noun suffixes -s or -es (for examples. Dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun.</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• How the prefix un - changes the meaning of verbs and adjectives (negation, for examples, unkind, or undoing: unite the boat)</li> </ul> |
|  | <b>Terminology</b>    | Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.  |