

| | Autumn | Spring | Summer |
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| Spelling | <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing sounds with a letter or letters (Summer ELG) • Begin to spell days of the week (with capital letters). • Spell some of the common exception words. <i>a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your</i> | <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly. • Spell most of the days of the week correctly (with capital letters). • Spell most of the common exception words. <i>a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your</i> | <ul style="list-style-type: none"> • Spell all of the days of the week correctly (with capital letters). • Spell all of the common exception words. <i>a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your</i> • Pluralise nouns by adding 's' or 'es'. • Use the prefix 'un-' accurately. • Add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). |
| Handwriting | <ul style="list-style-type: none"> • Writes recognisable letters, most of which are correctly formed (Summer ELG) • I can correctly form some of my capital letters and digits. • I can use finger spaces between words. | <ul style="list-style-type: none"> • I can correctly form most of my capital letters and digits | <ul style="list-style-type: none"> • I can correctly form all of my capital letters and digits. • Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready. |
| Composition | <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others (Summer ELG) • To compose a sentence orally before writing it. | <ul style="list-style-type: none"> • To reread their writing to check that it makes sense and to independently begin to make changes. • Use the past tense. | <ul style="list-style-type: none"> • To sequence sentences to form short narratives. Use a story map. • Use the present tense. |

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| | | <ul style="list-style-type: none"> To read their writing aloud clearly enough to be heard by their peers and the teacher. | <ul style="list-style-type: none"> Use 5 part story plan opening, build up, problem, resolution, ending |
| Grammar | <ul style="list-style-type: none"> Write simple sentences that make sense. Use adjectives to describe a noun. | <ul style="list-style-type: none"> Use the coordinating conjunction 'and' to join sentences. Hear and recognise a rhyme and repetition in poetry. | <ul style="list-style-type: none"> Use the coordinating conjunction 'but' to join sentences. Use the subordinating conjunction 'because' to add more information to a sentence. Use noun phrases (add adjectives before a noun or an adjectival phrase after the noun). Recognise and begin to use onomatopoeia. |
| Punctuation | <ul style="list-style-type: none"> Use capital letters to start a sentence. Use a full stop to finish a sentence. Use a capital letter for the pronoun 'I'. | <ul style="list-style-type: none"> Begin to use question marks. Use capital letters for names and places. | <ul style="list-style-type: none"> Begin to use exclamation marks. |