

# Year 1 and 2 mixed year group Writing Framework (first year only)



The following writing framework should be taught with the following themes running through all units of work:

Pupils should be taught to:

|  |
|--|
| Develop positive attitudes towards and stamina for writing by:   |
| <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• writing about real events</li> </ul>  |
| <ul style="list-style-type: none"> <li>• writing poetry</li> </ul>   |
| <ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul>   |
| Consider what they are going to write before beginning by:   |
| <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>   |
| <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul>  |
| <ul style="list-style-type: none"> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>  |
| Make simple additions, revisions and corrections to their own writing by:  |
| <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul>   |
| <ul style="list-style-type: none"> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> |
| <ul style="list-style-type: none"> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>   |

**N = New learning**   **R = Recall of prior learning**   **S = Spellings (SR = Spelling Recall)**

| Terms   | Autumn  |   | Spring   |  | Summer   |  |
|---|---|---|--|--|--|--|
| Coverage.<br>Teachers must teach the conventions of the genre alongside GAPs and composition skills | Simple recounts (Y1)<br>Writing from personal experience  | Simple Recounts (Y1)<br>Writing about real events - biography   | Adventure stories and Narrative<br>Split into:<br><ul style="list-style-type: none"> <li>labels, lists and captions;</li> <li>comic strips</li> <li>story writing</li> </ul>   | Writing Poetry   | Explanation and instructional texts  | Writing information texts<br><ul style="list-style-type: none"> <li>booklets and non-chronological writing</li> <li>instructions</li> </ul>  |
|   | Rhymes and<br>Traditional tales – writing about personal experience (fictional)   | Simple Recount<br>Information Texts<br>Building to Y2 Writing a letter  |  | Writing Rhymes, raps and poetry from other cultures  | Persuasive writing   |  |
| <b>Non-negotiables – what MUST be embedded learning in the vast majority of children.</b>           | <b>Non-negotiables:</b><br>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.<br><br><b>Year 2 :</b> Capital letters and full stops | <b>Non-negotiables:</b><br><b>Year 1 -</b> Capital letters and full stops<br><b>Year 2 -</b> Capital letters and full stops<br>Understanding past and present tense<br>Know what a noun is (if children have not got these, they need to be tackled in intervention)  | <b>Non-negotiables:</b><br><b>Year 1 -</b> Capital letters and full stops<br><b>Year 2 -</b> Capital letters and full stops<br>Exclamation marks and question marks<br>Understanding past and present tense<br>Know what a noun is and how to make expanded noun phrases (if children have not got these, they need to be tackled in intervention) | <b>Non-negotiables:</b><br><b>Year 1 -</b> Capital letters and full stops<br><b>Year 2 -</b> Capital letters and full stops<br>Exclamation marks and question marks<br>Understanding past and present tense and be able to use both appropriately<br>Understand where to use a comma (if children have not got these, they need to be tackled in intervention) | <b>Non-negotiables:</b><br><b>Year 1 -</b> Capital letters and full stops<br><b>Year 2 -</b> Capital letters and full stops<br>Understanding past and present tense<br>Where to put an apostrophe (if children have not got these, they need to be tackled in intervention)                    | The vast majority of lessons in this term should be <b>REVISION</b> of prior learning to ensure children are ready for the KS2 curriculum.<br>ALL children will securely be : <ul style="list-style-type: none"> <li>verbalising their writing ahead of committing to paper;</li> <li>reading their writing out aloud;</li> <li>consistently demarcating with capital letters and full stops;</li> <li>know where exclamation marks and question marks go;</li> <li>Y2 – use these in their writing</li> </ul> |
| <b>Week 1<br/>Year 1</b>  | <b>Y1:</b><br>N – Understand how to combine words in an order to make a sentence.<br>(Composition – pupils should say out loud what they are going to write about and compose orally before writing it)<br>N- Sentences begin with a capital letter and end with a full stop.   | <b>Y1:</b><br>N – Introduce exclamation marks to demarcate sentences (for those children who have secured full stops.)<br>R- personal pronoun 'I'<br>R- Sentences begin with a capital letter and end with a full stop.<br>R - pupils should say out loud what they are going to write about and compose orally before writing it | <b>Y1:</b><br>N- Joining words and joining clauses using 'and'.<br>R – using mixture of exclamation marks or full stops to demarcate a sentence.<br>R - pupils should say out loud what they are going to write about and compose orally before writing it<br>R – pupils can use re-reading what they have written to check that it makes sense.   | <b>Y1:</b><br>N- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun 'I'<br>R – using mixture of exclamation marks or full stops to demarcate a sentence.<br>R - pupils should say out loud what they are going to write  | <b>Y1:</b><br>N – Plural noun suffixes – 's' or 'es'<br>R - pupils should say out loud what they are going to write about and compose orally before writing it.<br>R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun 'I' | <b>Y1:</b><br>R – Plural noun suffixes – 's' or 'es'<br>R - pupils should say out loud what they are going to write about and compose orally before writing it.<br>R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun 'I'   |

|   |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
|   | <p>N- words in sentences are separated with spaces.</p> <p>S- common exception words (assessing)</p>   | S- common exception words   |   | <p>about and compose orally before writing it</p> <p>S – k/ck</p>   | <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p> <p>S – ‘s’</p>   | <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p>  |
| <p><b>Week 1</b></p> <p><b>Year 2</b></p> | <p><b>Y2</b></p> <p><b>C- writing from personal experience</b></p> <p>R – capital letters and full stops (assess whether pupils are using these appropriately and consistently. If not, set the children who are not as intervention focus)</p>                            | <p><b>Y2</b></p> <p>R – capital letters and full stops assessment</p> <p>R – Exclamation marks</p> <p>And question marks to demarcate sentences</p> <p>R – what is a noun?</p> <p>N – using Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>   | <p>N – apostrophes to mark where letters are missing in a spelling</p>  | <p><b>C - Poetry</b></p> <p>R – what is a noun?</p> <p>R - Formation of nouns using suffixes such as –ness, –er and by compounding R – use of apostrophes to mark where letters are missing in a word</p> <p>N – apostrophes to mark singular possession in nouns</p>   | <p><b>C – writing instructional texts</b></p> <p>R – formation of nouns using suffixes</p> <p>R – compounding nouns</p> <p>R – expanded noun phrases</p>   | <p>R – What is an adverb?</p> <p>R- and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>R – use of progressive form of verbs to which adverbs can be added to add further description i.e. she was drumming loudly</p>   |
| <p><b>Week 2</b></p> <p><b>Year 1</b></p> | <p><b>Y1</b></p> <p>R – Understand how to combine words in an order to make a sentence.</p> <p>R- Sentences begin with a capital letter and end with a full stop.</p> <p>R- words in sentences are separated with spaces.</p> <p>S- common exception words (assessing)</p> | <p><b>Y1</b></p> <p>N- re-reading what they have written to check that it makes sense</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>S – words ending in ‘ed’</p> | <p><b>Y1</b></p> <p>N – Verb suffixes ‘ing’</p> <p>R – verb suffixes ‘ed’</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it</p> <p>S- Days of the week</p> | <p><b>Y1</b></p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>S - nk</p> | <p><b>Y1</b></p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p> <p>S – ‘es’</p> <p>SR – ‘s’</p> | <p><b>Y1</b></p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p> <p>S – ‘er’</p> |
|   | <p>R – capital letters and full stops</p> <p>R – exclamation marks and question marks to demarcate a sentence</p> <p>N – giving commands</p>   | <p>R – using Expanded noun phrases for description and specification</p>  | <p>R - apostrophes to mark where letters are missing in a spelling</p>  | <p>R – apostrophes to mark singular possession in nouns</p> <p>Interchange and check children recognise equally</p>   | <p>N – use of Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>   | <p>R – punctuation –</p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Commas</li> <li>Exclamation marks</li> </ul>   |

|                  |  |   |   |   |   |  |
|------------------|--|---|---|---|---|--|
| Week 2<br>Year 2 | N - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  |   |   | the use of both forms of apostrophes interchangeably  |   | <ul style="list-style-type: none"> <li>Question marks</li> <li>Exclamations and commands</li> </ul>  |
| Week 3<br>Year 1 | <p>N – Sequence sentences to form a short narrative.<br/>(<i>composition – read aloud their writing clearly enough to be heard</i>)</p> <p>R – Understand how to combine words in an order to make a sentence.</p> <p>R- Sentences begin with a capital letter and end with a full stop.</p> <p>R- words in sentences are separated with spaces.</p> <p>S – naming the letters of the alphabet and putting them in order</p> | <p>N – verb suffix to support a recount - ‘ed’</p> <p>R – verb suffixes to support a recount i.e. ‘ed’</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>S – common exception words</p> <p>SR – words ending in ‘ed’</p> | <p>N – Using question marks to demarcate a sentence</p> <p>R – Verb suffixes ‘ing’ And ‘ed’</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it</p> <p>SR – Days of the week</p> | <p>N – Use prefix ‘un’ to change meaning of verbs and adjectives.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it</p> <p>SR – k/ck/nk</p> | <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p> <p>S – recall of common exception words</p> | <p>pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p> <p>S – ‘est’</p> |
| Week 3<br>Year 2 | <p>R - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>N –writing in the present tense. Understanding what the present is.</p> <p>Correct choice and consistent use of present tense throughout writing</p>   | <p>R – using Expanded noun phrases for description and specification</p> <p>N - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p>   | <p>R - apostrophes to mark where letters are missing in a spelling</p> <p>R – what is an adjective and what does it do?</p> <p>N - Use of the suffixes –er, –est in adjectives</p>  | <p>R – using a comma in a list</p> <p>R – what is a verb?</p> <p>R – writing in the past and present tense</p> <p>N - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>  | <p>R – use of Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>  | <p>R – punctuation –</p> <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Commas</li> <li>Exclamation marks</li> <li>Question marks</li> </ul> <p>Exclamations and commands</p>  |
| Week 4<br>Year 1 | <p>R – Sequence sentences to form a short narrative.<br/>(<i>composition – read aloud their writing clearly enough to be heard</i>)</p> <p>R – Understand how to combine words in an order to make a sentence.</p> <p>R- Sentences begin with a capital letter and end with a full stop.</p>   | <p>R – verb suffix ‘ed’ to support a recount</p> <p>R – using mixture of exclamation marks or full stops to demarcate a sentence.</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>S – v/end words</p> <p>SR – common exception words</p>  | <p>R – Pupils say out loud what they are going to write about and compose orally before writing it.</p> <p>R – using sentences to create a narrative</p> <p>R – use capital letters and full stops correctly</p> <p>R – use personal pronoun ‘I’</p> <p>R – Use exclamation or question marks where appropriate</p>             | <p>R - Use prefix ‘un’ to change meaning of verbs and adjectives.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p>  | <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p> <p>R – Use capital letter for pronoun ‘I’</p> <p>R – forming sentences with correct basic punctuation.</p>  | <p>C – Instructions</p> <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.</p> <p>R – forming sentences with correct basic punctuation.</p> <p>R- Joining words and joining clauses using ‘and’</p> <p>SR – ‘est’</p>  |

|                  |  |   |  |  |  |   |
|------------------|--|---|--|--|--|---|
|                  | R- words in sentences are separated with spaces.<br>S- common exception words and link to sentences  | SR – words ending in ‘ed’   |  |  | R- Joining words and joining clauses using ‘and’<br>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.<br>S – recall of common exception words  |   |
| Week 4<br>Year 2 | R –writing in the present tense. Understanding what the present is.<br>Correct choice and consistent use of present tense throughout writing   | N – what is a comma?<br>N– commas to separate items in a list   | R – what is an adjective and what does it do?<br>R - Use of the suffixes –er, –est in adjectives   | C – rhymes, raps and poetry from other cultures<br>R - Use of the progressive form of verbs in the present and past tense to mark actions in progress  | R – what is an adjective?<br>N – What is an adverb?  | R – Recognising word functions <ul style="list-style-type: none"> <li>nouns</li> <li>Expanded noun phrases</li> <li>Adjectives and adverbs</li> <li>Use of ly to turn adjectives into adverbs</li> </ul>  |
| Week 5<br>Year 1 | R – Sequence sentences to form a short narrative.<br>(composition – read aloud their writing clearly enough to be heard)<br>R – Understand how to combine words in an order to make a sentence.<br>R- Sentences begin with a capital letter and end with a full stop.<br>R- words in sentences are separated with spaces.<br>S- common exception words and link to sentences | R – verb suffix to support a recount i.e. ‘ed’<br>R – using mixture of exclamation marks or full stops to demarcate a sentence.<br>R - pupils should say out loud what they are going to write about and compose orally before writing it.<br><br>S – common exception words<br>SR – words ending in ‘ed’<br>SR – v/end words | R – Pupils say out loud what they are going to write about and compose orally before writing it.<br>R – using sentences to create a narrative<br>R – use capital letters and full stops correctly<br>R – use personal pronoun ‘I’<br>R – Use exclamation or question marks where appropriate | R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun ‘I’<br>R – using mixture of exclamation marks or full stops to demarcate a sentence.<br>R - pupils should say out loud what they are going to write about and compose orally before writing it | R - pupils should say out loud what they are going to write about and compose orally before writing it.<br>R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun ‘I’<br>R – forming sentences with correct basic punctuation.<br>R- Joining words and joining clauses using ‘and’<br>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.<br><br>S – recall of common exception words | R - pupils should say out loud what they are going to write about and compose orally before writing it.<br>R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br>R – Use capital letter for pronoun ‘I’<br>R – forming sentences with correct basic punctuation.<br>R- Joining words and joining clauses using ‘and’<br>R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.<br><br>S – ‘tch’ |
| Week 5<br>Year 2 | N – writing in the past tense<br>Correct choice and consistent use of past tense throughout writing  | R – what is a comma?<br>R – commas to separate items in a list  | R – what is an adjective and what does it do?<br>R - Use of the suffixes –er, –est in adjectives<br>N - Formation of adjectives using suffixes such as –ful, –less   | R – commas in a list<br>R – use of past and present tense<br>N - read aloud what they have written with appropriate intonation to make the meaning clear.  | R – recognising word functions – nouns, verbs, adjectives, adverbs.<br>R – What is an adverb?<br>N- and the use of –ly in Standard English to turn adjectives into adverbs   | R – subordination and contractions  |

|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
| <p><b>Week 6</b></p> <p><b>Year 1</b></p>  | <p><b>N- Introduce personal pronoun 'I' into own writing.</b><br/> R – Sequence sentences to form a short narrative.<br/> <i>(composition – read aloud their writing clearly enough to be heard)</i><br/> R – Understand how to combine words in an order to make a sentence.<br/> R- Sentences begin with a capital letter and end with a full stop.<br/> R- words in sentences are separated with spaces.<br/> <b>S- common exception words and link to sentences</b></p> | <p>R – verb suffix 'ed' to support a recount<br/> R – using mixture of exclamation marks or full stops to demarcate a sentence.<br/> R - pupils should say out loud what they are going to write about and compose orally before writing it</p> <p><b>S – common exception words</b><br/> <b>SR – words ending in 'ed'</b><br/> <b>S – v/end words</b></p>       | <p>R – Pupils say out loud what they are going to write about and compose orally before writing it.<br/> R – using sentences to create a narrative<br/> R – use capital letters and full stops correctly<br/> R – use personal pronoun 'I'<br/> R – Use exclamation or question marks where appropriate</p>                   | <p>R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br/> R – Use capital letter for pronoun 'I'<br/> R – using mixture of exclamation marks or full stops to demarcate a sentence.<br/> R - pupils should say out loud what they are going to write about and compose orally before writing it</p> | <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.<br/> R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br/> R – Use capital letter for pronoun 'I'<br/> R – forming sentences with correct basic punctuation.<br/> R- Joining words and joining clauses using 'and'<br/> R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.<br/> <b>S – recall of common exception words</b></p> | <p>R - pupils should say out loud what they are going to write about and compose orally before writing it.<br/> R- Capital letters for proper nouns i.e. people, places and days of the week etc.<br/> R – Use capital letter for pronoun 'I'<br/> R – forming sentences with correct basic punctuation.<br/> R- Joining words and joining clauses using 'and'<br/> R – using mixture of exclamation marks or full stops or question marks to demarcate a sentence.<br/> <b>SR – 'tch' and 'est'</b></p> |
| <p><b>Week 6</b></p> <p><b>Year 2</b></p>  | <p>R – writing in the past tense<br/> Correct choice and consistent use of past tense throughout writing</p>  | <p>R – commas to separate items in a list<br/> R – using Expanded noun phrases for description and specification<br/> R – question marks to demarcate sentences</p>  | <p>Assessment week - Re-cap of the main learning of the term.<br/> Use this information to understand who has achieved the learning aims (see next terms non-negotiables) and who needs short or longer term intervention to embed the learning.</p>  | <p><b>N – performance of own work, evaluating work of others and listening to how the words flow and fit in together.</b></p>   | <p>R – recognising word functions – nouns, verbs, adjectives, adverbs.<br/> R – What is an adverb?<br/> R - and the use of -ly in Standard English to turn adjectives into adverbs</p>   | <p>Assessment week: Re-cap of the main learning of the term.<br/> Use this information to understand who has achieved the learning aims (see next terms non-negotiables) and who needs short or longer term intervention to embed the learning.</p>  |
| <p><b>Skills check</b></p> <p><b>For Year 1</b></p> <p>can children...?<br/> This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning</p> | <p>Can combine words to make sentences.<br/> Consistently write sentences that begin with a capital letter and end with a full stop.<br/> Words in the sentence have appropriate spacing.<br/> Can sequence the sentences to make short narrative.<br/> Can children spell the vast majority of the common exception words consistently correctly?</p>  | <p>Can consistently form correct sentences with correct basic punctuation.<br/> Understands that sentences can do different jobs.<br/> Can use an exclamation mark correctly to demarcate a sentence.<br/> Can use 'ed' as a suffix on certain verbs when it does not change the root word.<br/> Can use the personal pronoun 'I' correctly in their writing</p> | <p>Can consistently form correct sentences with correct basic punctuation.<br/> Understands that sentences can do different jobs.<br/> Can use an exclamation mark and a question mark correctly to demarcate a sentence.<br/> Can use 'ed' and 'ing' as suffixes on certain verbs when it does not change the root word.</p> | <p>Understand that sentences can do different jobs.<br/> Can consistently form correct sentences with correct basic punctuation.<br/> Can use an exclamation mark and a question mark correctly to demarcate a sentence.<br/> Can use the personal pronoun 'I' correctly in their writing</p>                                       | <p>Understand that sentences can do different jobs.<br/> Can consistently form correct sentences with correct basic punctuation.<br/> Can use an exclamation mark and a question mark correctly to demarcate a sentence.<br/> Can use the personal pronoun 'I' correctly in their writing</p>  | <p>Understand that sentences can do different jobs.<br/> Can consistently form correct sentences with correct basic punctuation.<br/> Can use an exclamation mark and a question mark correctly to demarcate a sentence.<br/> Can use the personal pronoun 'I' correctly in their writing<br/> Can remember most of the time to use Capital letters for</p>  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | Can children name the letters of the alphabet and put them in order?   | Can use re-reading what they have written to check that it makes sense.  | Can use the personal pronoun 'I' correctly in their writing  | Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc.  | Can remember most of the time to use Capital letters for proper nouns i.e. people, places and days of the week etc.  | proper nouns i.e. people, places and days of the week etc.   |
|   |  |  |  |  |  |  |
| <b>Terminology check</b>                                    | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation.   | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark  | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark  | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark  | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark  | Year 1:<br>Letter, capital letter, word, sentence, full stop, punctuation, exclamation mark  |
|   | Year 2:<br>statement, question, exclamation, command adjective, tense (past, present)  | Year 2:<br>noun, noun phrase statement, question, exclamation, command compound, suffix ,tense (past, present) comma   | Year 2:<br>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  | Year 2:<br>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  | Year 2:<br>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  | Year 2:<br>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  |
|   |  |  |  |  |  |  |
| <b>Spelling check Year 1</b>                                | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used |
| <b>Spelling check Year 2</b><br>Please highlight the common | The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y<br>Adding –es to nouns and verbs ending in –y<br><u>Common exception words</u>   | Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter<br><u>Common exception words:</u><br>door, floor, poor, because, find, kind, mind,   | The suffixes –ment, –ness, –ful, –less and –ly<br><u>Common exception words:</u><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold,  | Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it<br><u>Common exception words:</u><br>door, floor, poor, because, find, kind,  | Contractions<br>The possessive apostrophe (singular nouns)<br>Words ending in –tion<br><u>Common exception words:</u><br>door, floor, poor, because, find, kind,   | Homophones and near-homophones<br><u>Common exception words:</u><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold,  |



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| exception words you are teaching each term. Phonics spelling patterns will be done through Read/write inc | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used | behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used | told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used | mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used | mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used | told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used |
|---|--|--|--|--|--|--|