

- Says out loud what they are going to write about.
- Composes a sentence orally before writing it.
- Sequences sentences to form short narratives.
- Re-reads what they have written to check that it makes sense.
- Discusses what they have written with the teacher or other pupils.
- Reads aloud their writing clearly enough to be heard by their peers and the teacher.
- Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.
- Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).
- Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).
- Understands how words can combine to make sentences.
- Joins words and clauses using 'and.'
- Sequences sentences to form short narratives.
- Separates words with spaces.
- Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Uses capital letters for names and for the personal pronoun 'I'.
- Spells words containing each of the 40+ phonemes already taught.
- Spells common exception words.
- Spells the days of the week.
- Names the letters of the alphabet in order.
- Uses letter names to distinguish between alternative spellings of the same sound.
- Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Uses the prefix un-
- Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest).
- Applies simple spelling rules and guidance, as listed in English appendix 1.
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Understands that words are divided into 'beats' or syllables.
- Distinguishes between homophones and near-homophones.
- Shows an understanding of compound words e.g. football, playground, farmyard,
- Sits correctly at a table, holding a pencil comfortably and correctly.
- Begins to form lower-case letters in the correct direction, starting and finishing in the right place.
- Forms capital letters.
- Forms digits 0-9.
- Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.