

<p>Handwriting children should:</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (FMS)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (FMS)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' and to practise these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>another person can read writing with some mediation</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Begin to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>
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<p>Contexts for Writing children should:</p> <p>Child initiated writing (in role, and for purpose)</p> <p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>Begin to:</p> <p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>
<p>Planning Writing children should:</p> <p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect), e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>plan or say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Begin to:</p> <p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>

Drafting Writing children should:	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	sequence sentences to form short narratives	write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	Begin to: organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Begin to: select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe the settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe the settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Editing Writing children should:	To check written work by reading and make changes where necessary.(LIT)	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation	Begin to: assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	Begin to: assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their peers and the teacher leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf	read aloud what they have written with appropriate intonation to make the meaning clear use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives	Begin to: read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Begin to: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility
Vocabulary children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	Use familiar adjectives to add detail e.g. red apple, bad wolf	attempt some varied vocab and use some varied sentence openings e.g. time connectives	Begin to: extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility

<p>Grammar children should:</p>	<p>To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction). (LIT)</p>	<p>use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the ur- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives separate of words with spaces use sentence demarcation (. ! ?) use capital letters for names and pronoun (Y)</p>	<p>use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession use the present and past tenses correctly and consistently including the progressive form use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing</p>	<p>Begin to: use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuated use conjunctions, adverbs and prepositions to express time and cause learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuated use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Begin to: use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number understand and use differences in informal and formal language understand synonyms & Antonyms use further cohesive devices such as grammatical connections and adverbials use of clippings</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause understand and use differences in informal and formal language understand synonyms & Antonyms use further cohesive devices such as grammatical connections and adverbials use of clippings</p>
<p>Punctuation children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly. Full stops and capital letters and question marks use sentence demarcation ' . ! . ? ' . Apostrophes for contracted form and for possession</p>	<p>Begin to: use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Begin to: use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis</p>	<p>use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently</p>
<p>Grammatical Terminology children should:</p>	<p>letter capital letter word sentence full stop</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>