

Writing

Grammar and Punctuation

- Know the formation of nouns using suffixes such as –ness, –er
- Know the formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)
- Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- Sentences with different forms: statement, question, exclamation, command
- The consistent use of present tense versus past tense throughout texts
- Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark contracted forms in spelling

Terminology for pupils

verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Spelling

- Spell by:
- segmenting words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. two, to, too)
- learning to spell common exception words
- learning to spell more words with contracted forms, e.g. can't, don't
- distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, e.g. –ment, –ness, –ful and –less
- Apply spelling rules and guidelines
- Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far

Handwriting

- Form lower-case letters of the correct size relative to one another

- **Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**
- **Use spacing between words that reflects the size of the letters**

Composition

- **Develop positive attitudes towards and stamina for writing by:**
- **writing narratives, about personal experiences and those of others (real and fictional)**
- **writing about real events, e.g. visits, visitors**
- **writing for different purposes, e.g. letters, invitations, instructions**
- **consider what they are going to write before beginning by:**
- **planning or saying out loud what they are going to write about**
- **writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language encapsulating what they want to say, sentence by sentence**
- **Make simple additions, revisions and corrections to their own writing by:**
- **evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form**
- **proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)**
- **Read aloud what they have written with appropriate intonation to make the meaning clear**