

Writing

Grammar and Punctuation

- Know regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)
- Know suffixes that can be added to verbs (e.g. helping, helped, helper)
- How the prefix un changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)
- How words can combine to make sentences
- How and can join word and join sentences
- Sequence sentences to form short narratives
- Write first & last name with capital letters where needed.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Use capital letters for personal pronoun 'I' and familiar names

Terminology for pupils

word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Spelling

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words, e.g. the, said, one, two
- the days of the week
- Name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)
- Apply simple spelling rules and guidelines
- Write from memory simple sentences dictated by the teacher that include words taught so far

Handwriting

- **Sit correctly at a table, holding a pencil comfortably and correctly**
- **Begin to form lower-case letters in the correct direction, starting and finishing in the right place**
- **Form capital letters**
- **Form digits 0–9**
- **Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these**

Composition

- **Write sentences by:**
- **saying out loud what they are going to write about**
- **composing a sentence orally before writing it**
- **sequencing sentences to form short narratives**
- **re-reading what they have written to check it makes sense**
- **Discuss what they have written with the teacher or other pupils**

**Read aloud their writing clearly enough to be heard by their peers and
the teacher**