		Nursery	Year R	Year 1	Year 2
Transcription	**Spelling**	• Hear and say the initial sound in their name • Begins to write own name • Explores representing letters • Orally segment words in preparation for spelling	• Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters • Spell a few common exception words	• Spell words containing each of the 40+ phonemes taught • Spell common exception words (CEW) • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use the spelling rule for adding –s or –es as the plural for nouns and the third person singular for verbs • Use the prefix un– • Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words	• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known, and learns some words with each spelling, including a few common homophones • Spell many common exception words • Distinguishes between homophones and near-homophones, spelling common homophones • Use the possessive apostrophe (singular) • Spell words with contracted forms • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidelines from Appendix 1 of National Curriculum
	Handwriting	• Begin to show control and co-ordination in large and small movements • Hold a pencil between thumb and two fingers, no longer using whole hand grasp • Show control in creating pre-writing patterns	• Show control and co-ordination in large and small movements • Hold a pencil effectively, in preparation for fluent writing, forming recognisable letters, many of which are correctly formed	• 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' and practise these	• Form lower-case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • 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

			• Writes simple CVC captions and sentences dictated by the teacher	• Write from memory simple sentences dictated by the teacher that include GPCs and CEWs taught so far	• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Vocabulary, grammar & punctuation		• Build up vocabulary that reflects the breadth of their experiences • Speak in increasingly accurate simple sentences	• Use a capital letter for their name • Begin to develop an awareness of capital letter, finger spaces and full stops • Draws on recently acquired vocabulary (from stories, poems etc.) to develop their spoken language	• Leave spaces between words • Join words and clauses using "and" • 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' • Use simple noun phrases (adjective + noun) • Use terminology to discuss their writing: letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark, noun, adjective, verb	• Use expanded noun phrases to describe and specify • Use the present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co- ordination (using or, and, or but) • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contracted forms and the possessive (singular) • Use suffixes including –ment, –ness, –ful, –less, –ly, -er, -est • Use terminology to discuss their writing: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma

Composition				
	• Share ideas and thoughts in small group circle times • Experience stories, rhymes and songs	• Introduce storylines or narratives into their play • Develop explanations by connecting ideas or events • Begin to say a sentence out loud • Count out the words in a sentence • Use language to imagine and recreate roles • Write simple phrases and sentences that can be read by others • Orally express their ideas using full sentences, making use of conjunctions with modelling and support from the teacher	• Say out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud clearly enough to be heard by their peers and the teacher • Write simple sentence staring with a personal pronoun • Write reliably formed simple and compound sentences	• Write for different purposes • Plan or say out loud what they are going to write about • When planning, write down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections • Reread writing to check it 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 • Read aloud what they have written with appropriate intonation to make the meaning clear • Select relevant content showing an awareness of purpose and audience • Use adventurous vocabulary • Write questions (beginning with who/what /where /when /how etc.) • Use sentences with different forms – statement, questions, exclamations, commands