



Pupil Name _____

Sentences	Punctuation	Text Structure & Organisation	Composition		Vocabulary	Drafting & Editing
AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts AF2 – produce texts which are appropriate to task, reader and purpose		AF7 – select appropriate and effective vocabulary	AF8 - how to plan, revise & evaluate writing
<p><u>In some writing, with increasing independence:</u> Mostly grammatically accurate clauses</p> <p>Reliance on simple phrases and clauses</p> <p>Join words and joining clauses using and</p> <p>Some variation in sentence openings e.g. then, suddenly</p> <p>Understand the following terminology</p> <ul style="list-style-type: none"> -letter -capital letter - word -singular -plural -sentence -punctuation -full stop -question mark -exclamation mark <p>Understand how words can combine to make sentences</p>	<p><u>In some writing, with increasing independence:</u> Leave spaces between words</p> <p>Beginning to punctuate sentences using</p> <ul style="list-style-type: none"> -a capital letters -full stops -question mark -exclamation mark <p>Use a capital letter for:</p> <ul style="list-style-type: none"> -Names of people -Names of places -Days of the week -Personal pronoun I <p>Read aloud taking note of punctuation. (NSG)</p>	<p><u>In some writing, with increasing independence:</u> Some formulaic phrases indicate start / end of text e.g. One day, in the end.</p> <p>Events / ideas sometimes in appropriate order</p> <p>Simple connections between ideas, events e.g. use time connectives, then / so.</p> <p>Sequence sentences to form short narratives</p>	<p><u>In some writing, with increasing independence:</u> Some indication of basic purpose, particular form or awareness of reader e.g. Dear Pig</p> <p>Write for different audiences</p> <p>writes for a widening range of purposes including stories, lists, labels, captions, recipes, instructions and letters (ELG)</p>		<p><u>In some writing, with increasing independence:</u> Mostly simple vocabulary</p> <p>Increasing variety of phonetically plausible vocabulary attempts.</p> <p>Communicates meaning through repetition of key words e.g. He ran and he ran.</p> <p>Some descriptive language</p>	<p><u>In some writing, with increasing independence:</u> Use planning tools e.g. grid, story map or story mountain.</p> <p>Write sentences by composing them orally before writing them</p> <p>Write sentences by saying out loud what they are going to write about</p> <p>Draft writing</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers & the teacher.</p>
Genres to be covered across the year (Please highlight / tick when they have been covered)	Narrative (e.g. fairy stories, traditional tales & key stories)	Information texts	Poetry	Instructions	Recounts	Other Genres covered e.g. diaries, letters



Spelling

Write from memory simple sentences dictated by the teacher that includes words using the GPCs and the common exception words taught so far

Spell words containing each of the 40+ phonemes

Common exception words

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

Add prefixes and suffixes

Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for nouns

Use the prefix un-

Use –ing, -ed, -er and –est where no change is needed in the spelling of root words

Apply simple spelling rules and guidance as listed in English Appendix 1