

Key Learning in Writing: Year 1	Key Learning in Writing: Year 2
Composition	Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>▪ Say, and hold in memory whilst writing, simple sentences which make sense.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Write simple sentences that can be read by themselves and others.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Separate words with spaces.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Use punctuation to demarcate simple sentences (capital letters and full stops).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure the use of full stops, capital letters.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use capital letter for the personal pronoun <i>I</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Use capital letters for names of people, places and days of the week.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Identify and use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secure the use of exclamation marks and question marks.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use the joining word <i>and</i> to link words and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say write and punctuate simple and compound sentences using the joining word <i>and</i>.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say write and punctuate simple and compound sentences using the joining words <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use sentences with different forms: statement, question, command, exclamation.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use commas to separate items in a list.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use apostrophes for contracted forms, e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>helping, helped, helper</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Select, generate and effectively use verbs.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Explore the progressive form of verbs in the present tense, (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use past tense for narrative, recounts and historical reports.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Use present tense for non-chronological reports and persuasive adverts.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Make singular nouns plural using <i>s</i> and <i>es</i>, e.g. <i>dog, dogs; wish, wishes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select, generate and effectively use nouns.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Create compound words using nouns, e.g. <i>whiteboard and football</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ Select, generate and effectively use adjectives.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes <i>ful</i> or <i>less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffixes <i>er</i> and <i>est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Add the prefix <i>un</i> to verbs and adjectives to change the meaning, e.g. <i>untie, unkind</i>.</li> </ul>	
<b>Composition</b>	<b>Composition</b>
<b>Planning</b>	<b>Planning</b>
<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative.</li> </ul>	
<ul style="list-style-type: none"> <li>Sequence ideas and events in non-fiction.</li> </ul>	
<ul style="list-style-type: none"> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	
<b>Drafting and Writing</b>	<b>Drafting and Writing</b>
<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse each sentence prior to writing.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop a positive attitude to writing.</li> </ul>
<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop stamina for writing in order to write at length.</li> </ul>
<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real and fictional events.</li> </ul>
	<ul style="list-style-type: none"> <li>Write simple poems based on models.</li> </ul>
<ul style="list-style-type: none"> <li>Use formulaic phrases to open and close texts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Make simple notes from non-fiction texts, e.g. <i>highlighting and noting key words</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Write in different forms with simple text type features, e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use specific text type features to write for a range of audiences and purposes, e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</li> </ul>
<b>Evaluating and Editing</b>	<b>Evaluating and Editing</b>
<ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with adults and peers.</li> </ul>
	<ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose.</li> </ul>
	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation</li> </ul>
	<ul style="list-style-type: none"> <li>Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop</i>.</li> </ul>
<b>Performing</b>	<b>Performing</b>
<ul style="list-style-type: none"> <li>Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing with intonation to make the meaning clear.</li> </ul>

Transcription	Transcription
Spelling	Spelling
<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> </ul>
<ul style="list-style-type: none"> <li>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with the /!]/sound spelt n before k, e.g. <i>bank, think</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Divide words into syllables, e.g. <i>pocket</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell common exception words (see below).</li> </ul>	<ul style="list-style-type: none"> <li>Learn to spell common exception words (see below).</li> </ul>
	<ul style="list-style-type: none"> <li>Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Spell correctly and distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</li> </ul>
<ul style="list-style-type: none"> <li>Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell days of the week.</li> </ul>	
<ul style="list-style-type: none"> <li>Add s and es to words, e.g. <i>thanks, catches</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> </ul>	
<ul style="list-style-type: none"> <li>Add -er and -est to adjectives where no change is needed to the root word.</li> </ul>	<ul style="list-style-type: none"> <li>Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffixes er and est, e.g. <i>faster, fastest, smaller, smallest</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes ness and er, e.g. <i>happiness, sadness, teacher, baker</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffix ment to spell longer words, e.g. <i>enjoyment</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Add suffixes ful and less e.g. <i>playful, careful, careless, hopeless</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use suffix ly e.g. <i>slowly, gently, carefully</i>.</li> </ul>
<ul style="list-style-type: none"> <li>Spell words with vowel digraphs.</li> </ul>	Spell words with:
<ul style="list-style-type: none"> <li>Spell words with vowel trigraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- the /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>).</li> </ul>
<ul style="list-style-type: none"> <li>Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i></li> </ul>
<ul style="list-style-type: none"> <li>Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> </ul>	

-	<ul style="list-style-type: none"> <li>- the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>.</li> <li>- the /J/ sound spelt wr at the beginning, e.g. <i>wrote, wrong</i>.</li> <li>- the /l/ or /al/ sound spelt -le at the end of words, e.g. <i>table, apple</i>.</li> <li>- the /l/ or /al/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i>.</li> <li>- the /l/ or /al/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i>.</li> <li>- the ending -il e.g. <i>pencil, fossil, nostril</i>.</li> <li>- the /a1/ sound spelt -y at the end of words, e.g. <i>try, reply</i>.</li> <li>- The /J:/ sound spelt a before l and ll, e.g. <i>call, walk</i></li> <li>- The /A/ sound spelt o, e.g. <i>mother, Monday</i></li> <li>- The /i:/ sound spelt -ey, e.g. <i>key, donkey</i></li> <li>- The /o/ sound spelt a after w and qu, e.g. <i>wander, quantity</i></li> <li>- The /3:/ sound spelt or after w, e.g. <i>word, worm</i></li> <li>- The /J:/ sound spelt ar after w, e.g. <i>war, warm</i></li> <li>- The /3/ sound spelt s, e.g. <i>television, usual</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Add the prefix -un.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Name the letters of the alphabet in order.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Spell words ending in -tion, e.g. <i>station, fiction</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Transcription</b>	<b>Transcription</b>
<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>▪ Sit correctly at a table and hold a pencil correctly.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Hold a pencil with an effective grip.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Form lower-case letters of the correct size relative to one another.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>').</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Form digits 0-9 correctly.</li> <li>- Practise forming letters in handwriting families:</li> <li>- 'Long ladders' – <i>i, j, l, t, u,</i></li> <li>- 'One armed robots' – <i>b, h, m, n, p, r</i></li> <li>- 'Curly caterpillars' – <i>c, a, d, e, g, o, q, f, s</i></li> <li>- Zig-zag letters – <i>k, v, w, x, y, z</i></li> </ul>	

▪ Form capital letters correctly.	▪ Orientate capital letters correctly.
	▪ Use capital letters appropriately, e.g. <i>not always writing A as a capital, not using capitals within words.</i>
	▪ Write capital letters and digits of the correct size relative to one another and to lower case letters.
	▪ 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.
	▪ Use spacing between words which reflects the size of the letters.

