



**Writing**

**2022-2023**

<b>Birth to 3</b>
<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>
<b>Aged 3 - 4</b>
<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
<b>Children In Reception</b>
<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<b>Early Learning Goal</b>
<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<b>Year 1</b>
<p><b>Spelling</b></p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the spelling rule for the third person singular marker for verbs</p> <p>Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Use the prefix un-</p> <p><b>Handwriting</b></p> <p>Sit correctly at a table, hold a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0 – 9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p> <p><b>Composition</b></p> <p>Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it</p> <p>Write sentences: sequencing sentences to form short narratives</p> <p>Write sentences: re-reading what they have written to check that it makes sense</p> <p>If needed, they can discuss what they have written with the teacher or other pupils</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <p>Leave spaces between words</p> <p>Joining words and clauses using and</p>

Begin to punctuate sentences using capital letters  
 Begin to punctuate sentences using full stops  
 Begin to punctuate sentences using question marks  
 Begin to punctuate sentences using exclamation marks  
 Use capital letters for names of people and for the personal pronoun 'I'  
 Use capital letters for names of places  
 Use capital letters for the days of the week

## Year 2

### **Spelling**

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  
 Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones  
 Spell common exception words  
 Spell more words with contracted forms and the possessive apostrophe (singular)  
 Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly  
 Write from memory simple dictated sentences including the words and punctuation taught so far

### **Handwriting**

Form lower-case letters to the correct size relative to one another  
 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  
 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 (real and fiction); real events; poetry and writing for different purposes  
 Consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence  
 Make simple additions, revisions and corrections to their writing by: evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation

### **Vocabulary, Grammar and Punctuation**

Knows how to use full stops and capital letters correctly  
 Knows how to use exclamation and question marks correctly  
 Knows how to use commas for lists  
 Knows how to use apostrophe for contracted forms/possessive (singular)  
 Knows how to use subordination using when, if, that, because  
 Knows how to use co-ordination using or, and, but  
 Knows how to use sentences with different forms: statement, question, exclamation, command  
 Knows how to use expanded noun phrases to describe and specify  
 Knows how to use the present and past tenses correctly and consistently including in the progressive form  
 Knows how to use suffixes to form nouns (-ness, -er)  
 Knows how to use suffixes to form adjectives (-ful, -less) and adverbs (-ly)