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| **Composition** | **Transcription** |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling***(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| As aboveand:* Say, write and punctuate simple and **compound** sentences using the connectives *and, but* and *or.*
* Use sentences with different forms: statement, question, command, exclamation.
* Use **commas** to separate items in a list.
* Use **apostrophes** for contracted forms e*.*g. *don’t, can’t, wouldn’t, you’re, I’ll.*
* Use subordination for time e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.* Other time connectives*: while, as, before, after.*
* Use subordination for reason e.g.*I put my coat on because it was raining. Because it was raining, I put on my coat.* Other reason connectives*: so, if, then, for, unless.*
* Select, generate and effectively use **verbs.**
* Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports.
* Use **present tense** for non-chronological reports and persuasive adverts.
* Select, generate and effectively use **nouns.**
* Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.*
* Select, generate and effectively use **adjectives.**
* Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.*
* Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.*
* Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*
 |  As aboveand:* Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.*
* Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.*
* Write about real and fictional events.
* Write simple poems based on models.
* Edit and improve their own writing in relation to audience and purpose.
* Evaluate their writing with adults and peers.
* Proofread to check for errors in spelling, grammar and punctuation.
* Read aloud their writing with intonation to make the meaning clear.
 | As aboveand:* 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.
* Learn some words with each spelling, including a few common homophones.
* Learn to spell common exception words.
* Learn to spell more words with contracted forms.
* Distinguish between homophones and near-homophone.
* Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.*
* Select, generate and effectively use adjectives.
* Add **suffixes** *ful* or *less to create adjectives e.g. playful, careful, careless, hopeless.*
* Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.*
* Use **suffix** *ly* to turn **adjectives** into **adverbs** e.g. *slowly, gently, carefully.*
* Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
 | As aboveand:* Form lower-case letters of the correct size relative to one another.
* Use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.*
* Write upper case letters of the correct size relative to lower case letters.
* Start using some of the diagonal and horizontal strokes needed to join letters.
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