

Year 1

	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation & Purpose)	Sources of evidence:
Year-end expectations	<p>I know that words can combine to make sentences.</p> <p>I am beginning to use full stops and capital letters.</p> <p>I am beginning to use a question mark.</p> <p>I am beginning to use an exclamation mark.</p> <p>I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>I know how to pluralise a noun.</p> <p>I know how to add a suffix to a verb.</p> <p>I know how –un changes the meaning of verbs and adjectives.</p> <p>I know that adding –ing, -ed, -est and –er changes the meaning of a word.</p>	<p>I can sit correctly at a table, holding my pencil comfortably and correctly.</p> <p>I can accurately apply my knowledge from Phase Five to my writing.</p> <p>I can correctly spell the days of the week.</p> <p>I know that if a word ends in a v the letter e needs to be added (e.g. have).</p> <p>I can add –s and –es to words (plural of nouns and third person singular verbs, e.g. cats and catches).</p> <p>I can add –ing, -ed, and –er to verbs where no change is needed to the root word.</p> <p>I can add -er and -est to adjectives where no change is needed to the root word.</p> <p>I can spell k before e, i and y (e.g. Kent, frisky).</p> <p>I can add the prefix –un without changing the spelling of the root word.</p> <p>I can spell compound words.</p> <p>I can accurately spell the common exception words (see Appendix 1, p.53).</p> <p>I can form and join lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I can leave spacing between words (not always consistent).</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p>	<p>I can write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what I am going to write about • composing a sentence orally before I write it • sequencing sentences to form short narratives • re-reading what I have written to check that it makes sense <p>I can clearly read aloud my writing.</p> <p>I can discuss what I have written.</p> <p>I can write basic information and ideas conveyed through topic related word choice.</p> <p>I can attempt simple familiar forms (e.g. recounts, simple stories for a range of purposes).</p> <p>I can expand detail to ideas using 'and'.</p> <p>Another person can read my writing (with some mediation).</p> <p>I can use some formulaic phrases to indicate start / end of text (e.g once upon a time).</p> <p>I can sequence some events in appropriate order.</p> <p>I can make simple connections between ideas, events (e.g. repeated nouns, pronouns).</p>	

	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation & Purpose)	Sources of evidence:
	Grammatical terminology for the children to know: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark			

Year 2

	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation & Purpose)	Sources of evidence:
Year-end expectations	<p>I can correctly use full stops and capital letters.</p> <p>I know what a noun is. I am learning to use a noun phrase (e.g. word associated with a noun - some foxes; foxes with bushy tails). I know what a verb is. I know what an adverb is. I know what an adjective is.</p> <p>I can correctly use a question mark with increasing consistency. I can correctly use an exclamation mark with increasing consistency. I can correctly use commas for lists with increasing consistency. I can correctly use apostrophes for contracted forms (e.g. couldn't) with increasing consistency.</p> <p>I am learning how to use sentences with different forms: statement, command, question and exclamation.</p> <p>I can use the present and past tenses consistently and correctly, including the progressive form (e.g. is running / was running).</p> <p>I understand how suffixes change the meaning of a word.</p> <p>I can use connectives: subordination – when, if, that, because. coordination – or, and, but.</p>	<p>I can accurately apply my knowledge from Phase Five to my writing.</p> <p>I can accurately apply my knowledge from Phase Six to my writing.</p> <p>I can accurately spell the common exception words (see Appendix 1, p.55).</p> <p>I can form and join lower case letters of the correct size with ascenders and descenders distinguished.</p> <p>I can form capital letters of the correct size in relation to lower case letters.</p> <p>(Upper and lower case letters are not mixed up in words).</p> <p>I can use regular spacing between words.</p>	<p>I can indicate viewpoint by simple comments or actions (e.g. the teacher was kind / apples are good for you).</p> <p>I can make simple addition, revisions and corrections to my writing.</p> <p>The content of my writing relates to the purpose. I use mostly relevant ideas and content (sometimes repetitive or sparse).</p> <p>I can create narratives with some detail in characterisation, description of setting and development of plot.</p> <p>I can use titles, sub-headings, illustrations and captions in non-fiction writing.</p> <p>I can sequence ideas by using time related words, numbered points, headings, line breaks and pictures.</p> <p>I can use clear language for openings and closings.</p> <p>I can write for different purposes.</p> <p>I can demonstrate stamina in writing.</p>	
Grammatical terminology for the children to know: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma				