

Year 1		Step 5	Step 6
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can apply simple spelling rules. - I can recall the letters of the alphabet from memory. - I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling. - I can spell the days of the week. - I am beginning to understand the difference between singular and plural. - I can represent the phonemes I hear with increasing phonic plausibility 	<ul style="list-style-type: none"> - I can confidently spell words containing the 40 phonemes. - I can confidently use letter names to distinguish between different spellings with the same sound. I can add the prefix 'un' and recognise its impact. - I understand and use singular and plural and add correct suffixes. - I am able to use different ways of spelling long vowel phonemes. - I can add suffix ing to a root word where no change is needed in spelling - I can write a simple dictated sentence
	Handwriting	<ul style="list-style-type: none"> - I can write lower case letters in the correct direction, starting and finishing in the correct place. - I can form an increasing number of capital letters correctly. - I am beginning to form full stop, question mark and exclamation mark. - I am beginning to identify letters that belong to the same 'handwriting families'. 	<ul style="list-style-type: none"> - I am beginning to write letters that are all a consistent size. - I am beginning to join letters that belong to the same 'handwriting families.' - I can form full stop, question mark and exclamation mark, increasingly without a reminder - I can form the majority of capital letters
Writing Composition		<ul style="list-style-type: none"> - Working towards Step 6 	<ul style="list-style-type: none"> - I can plan or say out loud what I am going to write about. - I can compose a sentence orally before writing. - I can repeat my sentence before writing so that it is clear in my head and helps me to remember it - I can sequence sentences to form short narratives - I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes. - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense. - I can read aloud my writing clearly enough to be heard by my peers and the teacher. - I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar		<ul style="list-style-type: none"> - I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but. - I can use a simple sentence structure. - I can use a question. - I can use an exclamation. - I am beginning to use <u>adjectives</u> (colour, shape, size, emotion). 	<ul style="list-style-type: none"> - I can use the conjunction 'and'. - I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. - I can write a statement, question and exclamation appropriately. - I can use adjectives to create an effect. - I can write a simple sentence dictated by the teacher.
Punctuation		<ul style="list-style-type: none"> - I use capital letters and full stops throughout my writing. - I understand what a sentence is and that it has a capital letter and a full stop. - I can match capital letters and lower case letters which are visually dissimilar - I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names) 	<ul style="list-style-type: none"> - I can use capital letters for proper nouns. - I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. - I am aware of all capital letters/lower case pairs