



Band 1 - Writing

Spelling

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others

I can break down spoken words into their sounds and spell some correctly.

Spell words containing each of the 40+ phonemes already taught.

I can spell words containing each of the letter sounds I have been taught.

Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes

I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them

Spell a few common exception words (e.g. I, the, he, said, of)

I can spell a few common exception words

Spell some common exception words.

I can spell some common exception words.

Spell the days of the week.

I can spell the days of the week.

Name the letters of the alphabet in order.

I can name the letters of the alphabet in order.

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

I know the plural rule and can use -s and -es in the right place.

Add prefixes and suffixes using the prefix un-.

I can add un- to the start of a word to make a different word.

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.

Apply simple spelling rules and guidance, as listed in English Appendix 1.

I can use simple spelling rules.

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

I can write the correct spellings in simple sentences I hear my teacher say.

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)

I can spell words by picking out the sounds

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

I can sit correctly at a table, holding a pencil comfortably and correctly.

Form most lower-case letters correctly

I can write most lower-case letters correctly

Form lower-case letters in the correct direction, starting and finishing in the right place.

I can write lower-case letters in the correct direction, starting and finishing in the right place.

Form capital letters.

I can write capital letters.

Form digits 0-9.

I can write numbers 0-9.

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

I can see which letters belong to which handwriting 'families'.

Composition

Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher

I can write sentences by saying out loud what I am going to write about.

Write down one of the sentences that he/she has rehearsed

I can write down a sentence I have practised

Compose and write sentences independently to convey ideas

I can write sentences on my own

Write sentences, sequencing them to form short narratives (real or fictional)

I can join my sentences together to make a story.

Write sentences by re-reading what he/she has written to check that it makes sense.

I can read my sentence and check that it makes sense.

Discuss what he/she has written with the teacher or other pupils.

I can talk about my writing with my teacher or children in my class.

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

I can read my sentence out loud so that children in my class can hear and understand me.

Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.

I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.

I can show you how un- added to the beginning of a word can change its meaning.

Understand how words can combine to make sentences.

I can put words together to make sentences.

Join words and clauses using and.

I can use joining words like 'and'.

Separate words with spaces.

I can use spaces between words.

Use capital letters and full stops to demarcate sentences in some of his/her writing.

I can use capital letters and full stops.

Begin to punctuate work using question marks and exclamation marks

I can use question marks and exclamation marks

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

I can use capital letters for names, places, the days of the week and the word 'I'.

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark

I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

