

Writing - Year 1

The NC AIMS are that all children should:

Spelling: see English appendix 1

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - 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
 - using the prefix un-
 - using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Composition:

- write sentence by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Phonic & whole word spelling	Other word building spelling	Transcription	Handwriting	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
------------------------------	------------------------------	---------------	-------------	------------------	------------------	-----------------	--------------------	------------	---------	-------------	-------------------------

Year 1

Phonic and whole word spelling

- words containing each of the 40+ phonemes taught
- common exception words
- the days of the week
- names of letters of the alphabet in order
- using letter names to distinguish between alternative spellings or the same sound

Other word building spelling

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance from Appendix 1

Transcription

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

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

- form digits 0-9
- understand which letters belong to which handwriting 'families' and to practise these

Planning writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it

Drafting writing

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Editing writing

- discuss what they have written with the teacher or other pupils

Performing writing

- read their writing aloud clearly enough to be heard by their peers and the teacher

Vocabulary

- leaving spaces between words
- joining words and joining clauses using 'and'

Grammar

- regular plural noun suffixes (-s, -es)
- verb suffixes where root word is unchanged (-ing, -ed, -er)
- un- prefix to change meaning of adjectives/adverbs
- to combine words to make sentences, including using 'and'
- sequencing sentences to form short narratives
- separation of words with spaces
- sentence demarcation (. I?)
- capital letters for names and pronoun ('I')

Punctuation

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and speech marks
- using a capital letter for names of people, places, the days of the week, and the person pronoun 'I'

Grammatical terminology

- letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Writing - Year 2

The NC AIMS are that all children should:

Spelling - see English appendix 1

- spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones

learning to spell common exception words

learning to spell more words with contracted forms

learning the possessive apostrophe (singular) (for example, the girl's book)

distinguishing between homophones and near-homophones

- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English appendix 1
- writer from memory simple sentences dictation by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

- form lower-case letters of 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 reflect the size of the letters

Composition

develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple addition, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
learning how to use both familiar and new punctuation correctly - see English appendix 2 including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

The EASTCOURTATTAINMENT TARGETS can be tabulated as follows:

Phonic & whole word spelling	Other word building spelling	Transcription	Handwriting	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
------------------------------	------------------------------	---------------	-------------	------------------	------------------	-----------------	--------------------	------------	---------	-------------	-------------------------

Year 2

Phonic and whole word spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- distinguishing between homophones and near-homophones

Other word building spelling

- learning the possessive apostrophe (singular)
- learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidelines from Appendix 1

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

- form lower-case letters of 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 too lower-case letters
- use pacing between words that reflects the size of the letters

Contexts for writing

- writing narratives about personal experiences and those of others (real and fictional')
- writing about real events
- writing poetry
- writing for different purposes

Planning writing

- planning or saying out loud what they are going to write about

Drafting writing

- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Editing writing

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation

Performing writing

- read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary

- expanded noun phrases to describe and specify

Grammar

- sentences with different forms: statement, question, exclamation, command
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- suffixes to form new words (-ful, -er, -ness)
- sentence demarcation
- commas in lists
- apostrophes for omission and singular possession

Punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Grammatical terminology

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma