



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Say, write and punctuate simple and <b>compound</b> sentences using the connectives <i>and, but</i> and <i>or</i>.</li> <li>▪ Use sentences with different forms: statement, question, command, exclamation.</li> <li>▪ Use <b>commas</b> to separate items in a list.</li> <li>▪ Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after</i>.</li> <li>▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <i>so, if, then, for, unless</i>.</li> <li>▪ Select, generate and effectively use <b>verbs</b>.</li> <li>▪ Use <b>past tense</b> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>▪ Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>▪ Select, generate and effectively use <b>nouns</b>.</li> <li>▪ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Select, generate and effectively use <b>adjectives</b>.</li> <li>▪ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>▪ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>▪ Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i>.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</li> <li>▪ Write about real and fictional events.</li> <li>▪ Write simple poems based on models.</li> <li>▪ Edit and improve their own writing in relation to audience and purpose.</li> <li>▪ Evaluate their writing with adults and peers.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation.</li> <li>▪ Read aloud their writing with intonation to make the meaning clear.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>▪ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>▪ Learn some words with each spelling, including a few common homophones.</li> <li>▪ Learn to spell common exception words.</li> <li>▪ Learn to spell more words with contracted forms.</li> <li>▪ Distinguish between homophones and near-homophone.</li> <li>▪ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Select, generate and effectively use adjectives.</li> <li>▪ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>▪ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>▪ Use <b>suffix</b> <i>ly</i> to turn <b>adjectives</b> into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i>.</li> <li>▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Form lower-case letters of the correct size relative to one another.</li> <li>▪ Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</li> <li>▪ Write upper case letters of the correct size relative to lower case letters.</li> <li>▪ Start using some of the diagonal and horizontal strokes needed to join letters.</li> </ul>