

Skill	Autumn	Spring	Summer
To use imaginative description	Can name some simple adjectives (big, small, green, blue etc.)	Can use simple adjectives and more complex ones based around class book/topic (e.g. big, shiny, tall, blue etc.)	Can use adjectives without prompting - making more adventurous choices (e.g. ferocious, brave.)
To organise writing appropriately	Can use a class story map to retell elements of the story verbally.	Can create own story map to verbally retell a familiar or own story with support.	Can use own or class story map to attempt to write a familiar or own story that has a clear beginning, middle and end (e.g. once upon a time, happily ever after).
	Can use some familiar story language which may be provided.	Can talk about the story map using basic sequencing words with support.	Can use basic sequencing words (then, next, after, finally) in writing
To use sentences appropriately	Can write a word dictated by the teacher using words taught so far.	Can write from a list of 3 words dictated by the teacher using words taught so far.	Can attempt to write from memory simple sentences dictated by the teacher using words taught so far.
	Can use 'and' to join words.	Can create a sentence orally which uses 'and' to join clauses.	- Can attempt to use 'and' to join clauses to make a compound sentence which is written down. - Can use because in shared writing
	Can finish a sentence orally when provided with a sentence scaffold - often using repetition.	Can create a sentence and write it down – written version does not completely match oral rehearsal.	Can independently create a sentence orally before writing it.
To punctuate accurately	Can write their name with a capital letter.	- Can write names with capital letters with support. - Can use a capital letter for 'I' with support.	- Can write names with capital letters in their own work. - Can use a capital letter for 'I'.
	Can name the days of the week	Can use capital letters for places and days of the week with support.	Can use capital letters for places and days of the week.
	Can write simple phrases and sentences that can be read by themselves and others, including the use of capital letters and full stops (can be a single phrase or sentence)	Can write simple phrases and sentences that can be read by themselves and others, including the use of capital letters and full stops (can be a single phrase or sentence)	Can write simple sentences using capital letters and full stops some of the time with support in an extended piece.
	Can join in and copy the teacher's intonation of repeated questions when reading a whole class story ("walking through the jungle, what can I see?")	Can generate own questions and can record using question marks after modelling.	Can use question marks and exclamation marks to demarcate sentences with support.
To spell correctly	Can copy the day of the week from the table prompt.	Can spell days of the week from memory to record the day in their book some of the time.	Can spell days of the week from memory most of the time in their books.
	Can read some common exception words.	Can spell some common exception words but may need support – in shared writing etc.	Can spell some common exception words (e.g. come, today, said).
	Can spell words by identifying sounds in them and representing the	Can spell words by identifying sounds in them and representing the sounds with a letter or letters.	Can spell words using all of phase 3 sounds and some of phase 5.

	sounds with a letter or letters.		
	Can write all three sounds in common CVC words (e.g. cat/dog/mum etc).	- Can spell basic words using phases 2 and phase 3 sounds (e.g. went, sand, send, grand, jump, skip etc). - Can begin to use 'ch' and 'sh' and 'th' for spelling (ship etc).	Can make phonetically plausible attempts at unknown words using knowledge of phase 3 sounds.
	Can use plurals when reading out loud but 's' is often omitted in writing.	Can add on 's' for plurals some of the time.	Can add -s or -es to nouns for plurals.
	Can use suffixes orally when discussing size (e.g. small, smaller, smallest)	- Can use prefix -un but sometimes incorrectly (e.g. ungood). - Can indicate they have an understanding of word ending but incorrectly spelling (e.g. helpt, helpur etc.)	- Can add the prefix un- (<i>unkind</i>) to change meaning with support. - Can use the following suffixes: -ing, -ed, -er, -est.
To present work neatly	Can read some of the child's work without the child's assistance.	Can read much of the child's work without the child's assistance.	Can read the majority of the child's work without the child's assistance.
	Can sometimes use finger spaces - when prompted.	Can usually use finger spaces with little or no prompting.	Can use finger spaces consistently between every word.
	Can sit at a table to write.	Can sit at a table comfortably and correctly most of the time - possibly using pencil grip etc.	Can sit at a table and hold a pencil comfortably and correctly.
	Can copy shapes of letters and digits 0-9 with support.	- With support can form letters and digits that are mostly in the correct direction, starting and finishing in the right place - Can show understand of which handwriting family letters belong to. - Can form most capital letters correctly.	- Can independently begin to form letters and digits 0-9 in the correct direction, starting and finishing in the right place. - Can form capital letters correctly.
To analyse writing	Can talk about their writing with heavy question prompts (e.g. "Is this a story or a letter?")	Can talk about their writing with some question prompts.	Can talk about the subject of my writing (e.g. "It is a story about the three little pigs.")
	Can talk about what they like about their class story/ topic – to the teacher.	Can briefly talk about what they have written and what they like about their work to the teacher using some grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.)	Can say what they like about their writing and suggest how to improve to the teacher using some grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.)
		Can re-read what they have written and check it makes sense with support.	Can re-read what they have written and check that it makes sense.
To present writing	Can read some words of own work out loud when teacher points to them.	Can read out own work to a teacher mostly accurately.	- Can begin to read work out loud in a voice that is loud enough for adults and classmates to hear. - Can begin to participate in speaking and listening activities in a voice that is loud enough for adults and classmates to hear (e.g. discussions, presentations, performances, role play, improvisations and debates)