

EYFS		Year 1			Year 2			Year 1 Spelling	Year 2 Spelling
		Emerging	Developing	Secure	Emerging	Developing	Secure	Emerging	Emerging
<p>30-50 Months</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meaning to marks that they see in different places.</p>	Composition	Repeat a sentence that makes sense	Say a sentence that makes sense	Write a sentence that makes sense with capital letters and full stops	Plan a narrative	Write a first person narrative (real and fictional)	Writes narratives about experiences of others (real and fictional)	<ul style="list-style-type: none"> words ending <i>ff ll ss zz ck</i> words with the /ng/ sound (<i>n</i> before <i>k</i>) names the <u>letters</u> of the alphabet in order 	<ul style="list-style-type: none"> words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words words with the /r/ sound spelt <i>wr</i> at the beginning of words words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i> words with the /s/ sound spelt <i>c</i> before <i>e i y</i> adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it
<p>40-60 Months</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend then together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly in a sequence.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in a meaningful context.</p>	Punctuation	Use finger spaces	Use capital letters to start sentences Use full stops	Use capital letters for the names of people, places, days of the week and I Try to use some question marks and exclamation marks	Use full stops, question marks or exclamation marks at the end of my sentences	Use commas in lists Use apostrophes for contraction	Use apostrophes for singular possession	<p>Developing</p> <ul style="list-style-type: none"> new consonant spellings <i>ph</i> and <i>wh</i> words ending in <i>-y</i> majority of CEW / HFW begins to spell the <u>singular</u> plural of words divides words into syllables <p>Secure</p> <ul style="list-style-type: none"> compound words days of the week words ending in <i>tch</i> <u>plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words verbs where no change is needed to the root word adding endings <i>-ing -ed -er</i> adjectives where no change is needed to the root word adding <i>-er</i> and <i>-est</i> words with the addition of the prefix <i>un-</i> Y1 CEW / HFW 	<p>Developing</p> <ul style="list-style-type: none"> words with contractions words ending in <i>-le, -el, -al</i> and <i>-il</i> adding <i>-ies</i> to nouns and verbs ending in <i>y</i> adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it words with the <u>suffix</u> <i>-ly</i> uses <i>-ly</i> to turn adjectives into adverbs <p>Secure</p> <ul style="list-style-type: none"> Y2 CEW / HFW spells frequently used homophones / near homophones words using the possessive apostrophe (singular nouns) adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i> words ending in <i>-tion</i> <u>compound</u> nouns
<p>ELG</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others</p> <p>In writing some words are spelt correctly and others are phonetically plausible.</p>	Grammar			Use the joining word and	Use joining words or but so	Use joining words because when	Use joining words as if	<p>Use adjectives and noun phrases</p> <p>Use the past and present tense correctly throughout writing inc. the progressive form</p>	
	Handwriting	Sits correctly at the table and holds a pencil comfortably and correctly	Uses knowledge of handwriting 'families' to begin to form letters correctly	Forms lower case letters in the correct direction starting and finishing in the right place Forms capital letters correctly	Forms lower case letters of the correct size relative to one another	Handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation	Words are almost always appropriately and consistently spaced in relation to the size of the letters		

