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| **Skills** | **Nursery** | **Reception** | **Year 1** |
| **Composition** | Assigns meaning to the marks they make. *Eg. “This is a car and here it says beep beep”*  Show interest in writing their name independently.  Writes some or all their name.  Engages in purposeful writing across provision, ascribing meaning. *Eg. Writes a label for their model.* | Re-read what they have written to check it makes sense.  Write simple phrases and sentences that can be read by others. | Writes 4-5 sentences linked by a simple idea.  Rehearses what they want to write by saying it out loud.  Rereads writing to check it makes sense. Can read own writing. Adult can read writing. |
| **Structure and Organisation** | Beginning to use letters from their name in purposeful writing. *Eg. Write initial letters or letter strings to represent words.* | Writes independently in a variety of purposeful contexts across provision. | Writing is organised as a sequence of sentences.  Includes familiar storytelling language *eg. Once upon a time, One day, The End*  Repeat key words to show meaning |
| **Punctuation** |  | Attempts to use full stops and capital letters. | Uses capital letters and full stops accurately to demarcate two sentences. |
| **Grammar** |  |  | Joins with *and*. Uses adjectives to describe nouns. |
| **Spelling** | Writes some or all their name | Spells words by identifying the sounds then writing the sound with letter/s. (Fred Fingers).  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | In own writing spells 40 high frequency words correctly.  Can spell Year 1 common exception words.  Spelling of words is phonically plausible. Can spell correct phoneme to grapheme.  Can write from memory simple sentences dictated by a teacher. The sentence must include GPCs already taught so far and common exception words.  Can name letters of the alphabet in order.  Uses letter names for spellings. Can spell phonically in own writing.  Can spell numbers 1 – 10.  Can spell days of the week. |
| **Word Work** |  | Sometimes leaves spaces between words. Sits letters on the line. Writes from left to right. | Leaves spaces between words. Uses joining words (and)  Uses plural noun suffixes –s or –es *(dog- dogs, wish-wishes)*  Uses some suffixes that can be added to verbs where no change is needed *(helped, helping, helper).*  Uses some simple descriptive words  *(Shape, colour, size, emotions).*  Shows awareness of names, days, I by using capital letters. |
| **Handwriting and presentation** | Writes some letters accurately.  All letters in name are recognisable, some are formed correctly. | Forms lower lower-case and capital letters correctly.  Writes recognisable letters, most of which are correctly formed. | Holds pencil comfortably and correctly  Sits in correct handwriting position at a table.  Forms lower case letters correctly – descenders below the line, ascenders clear.  Forms capital letters correctly. Writes digits 0-9. |