EYFS – Development Matters
KS1/KS2 – National Curriculum
KS1/KS2 – Assessment statements (if additional to NC statements)

Spelling

	Nurs	Rec	Year 1	Year 2
	Development Matters Use some of their print and letter knowledge in their early writing. E.g write m for mummy. (Literacy – 3-4 year olds)	**Development Matters (ELG's)** Spell words by identifying the sound and then writing the sounds with letter or letters (Literacy – Writing)	Pupils should be taught to: - Spell: - Words containing each of the 40+ phonemes already taught - Common exception words - The days of the week - Name the letters of the alphabet: - Name 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 - Apply simple spelling rules and guidance from Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. - Identify known phonemes in unfamiliar words. - Use syllables to divide words when spelling. - Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. - Use the spelling rule for adding s or es for verbs in 3rd person singular - Name the letters of the alphabet in order	Pupils should be taught to: - 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 - Distinguishing between homophones and near-homophones - 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 - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing: Composition

	Nurs	Rec	Year 1	Year 2
Planning wiring	**Development Matters** Write some letters accurately (Literacy 3 – 4 year olds)	**Development Matters (ELG's)** Write simple sentences which can be read by themselves and others (Literacy – Writing)	Say out loud what they are going to write about	- 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: - Plan or say out loud what they are going to write about. - Write ideas and/or key words including new vocabulary

Drafting writing			Composing a sentence orally before writing it Sequencing sentences to form short narratives Sequence sentences in chronological order to recount an event or an experience.	- Encapsulating what they want to say, sentence by sentence

Editing writing			Re-reading what they have written to check that it makes sense
			Discuss what they have written with the teacher or other pupils
				- Make additions, revisions and corrections to their own writing by:
				   - 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
				   - Proof read to check for errors in spelling, grammar and punctuation (with support)

Performing			Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear

Writing: Punctuation and Grammar

	Nurs	Rec	Year 1	Year 2
Word level	**Development Matters** Write some or all of their name. (Literacy – 3-4) Write some letters accurately (Literacy - 3-4)	**Development Matters (ELG's)** Write simple sentences which can be read by themselves and others.	Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) 'un' prefix to change meaning of verbs and adjectives	Formation of nouns using suffixes such as -ness, -er and by creating compound words Formation of adjectives using suffixes such as -ful and -less Use of the suffixes -er, -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
Sentence structure			Combine words to make sentences, Joining words and sentences using 'and'	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases to describe and specify e.g. the blue butterfly How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command

Text structures			Sequencing sentences to form short narratives	Correct choice and consistent use of the present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress.
Punctuation			Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letter for names of people, places, the days of the week and the personal pronoun I.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes for contracted forms and the possessive (singular)
Terminology for pupils			• capital letter • singular • plural • sentence • punctuation mark • full stop • question mark • exclamation mark	• noun • noun phrase • conjunction • statement • question • exclamation • command • compound • suffix • adjective, adverb, verb • tense (past and present) • apostrophe • comma

Handwriting

	Nurs	Rec	Year 1	Year 2
	Write some letters accurately. (Literacy 3-4) Use a comfortable grip with control when using pens and pencils. (Physical Development 3-4) Show a preference for a dominant hand. (Physical Development 3-4)	**Development Matters (ELG's)** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Physical Development – Fine Motor) Write recognisable letters, most of which are correctly formed. (Literacy – Writing)	Pupils should be taught to: - 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	Pupils should be taught to: - 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 reflects the size of the letters.