



	Purposeful	Organised	Word Wonder	Grammar Giant	Handwriting Hero
Year 1	<p>I can discuss what I have written with the teacher or my friends.</p>	<p>Before I write a sentence, I can say out loud what I am going to write.</p> <p>I can write short stories.</p> <p>I can write a text by thinking of a list of sentences in the order I need.</p> <p>I can add together two sentences using 'and'.</p> <p>I check my sentences make sense by re-reading them.</p>	<p>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</p> <p>I understand how adding un- to the beginning of some words changes the word to mean the opposite.</p>	<p>I am starting to use a full stop.</p> <p>I can use an exclamation mark.</p> <p>I can use a question mark.</p> <p>I can use a capital letter for the start of sentence</p> <p>I can use a capital letter for places.</p> <p>I can use a capital letter for 'I'.</p> <p>I understand what a sentence is.</p> <p>I understand what a noun is.</p>	<p>I can write lower-case letters correctly (correct direction, start/finish in the right place).</p> <p>I can make my capital letters stand out (correct size).</p> <p>I can write the digits 0-9 (correct size).</p> <p>When writing, I sit and hold a pencil correctly.</p> <p>I can use finger spaces.</p>
Year 2	<p>I am beginning to write stories about things that have happened to me or other people.</p> <p>I am able to write longer stories about real things that have happened.</p> <p>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</p>	<p>I can write my own poems.</p> <p>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</p> <p>I can make changes in my writing by listening to what others have to say about it.</p>	<p>I can use words such as when, if, that, because, and, or but when I write sentences.</p> <p>I am able to write more interesting sentences by adding further detail.</p> <p>I can use some expanded noun phrases for description (for example the blue butterfly).</p> <p>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <p>I can add -ful and -less to words to make adjectives.</p> <p>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</p>	<p>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</p> <p>I can use spaces that reflect the size of the letters.</p> <p>I can use capital letters and full stops correctly.</p> <p>I can use some question marks confidently.</p> <p>I can use some exclamation marks confidently.</p> <p>I can use commas correctly when making a list of things.</p> <p>I can use and understand statements in a sentence.</p> <p>I can use and understand questions in a sentence.</p> <p>I can use and understand exclamations in a sentence.</p> <p>I can use and understand commands in a sentence.</p> <p>I can mostly use present or past tense when writing.</p> <p>I can use the full range of punctuation taught at key stage 1 mostly correctly</p>	<p>When I write, my letters are the same size.</p> <p>I can write letters and numbers that are the right way round and the right size.</p> <p>I know where to leave spaces between words.</p> <p>I can the diagonal and horizontal strokes needed to join letters in some of my writing</p> <p>I can use the diagonal and horizontal strokes needed to join letters in most of my writing</p>

Year 1: 21 statements: 3 - 9 = Emerging 10 - 14 = Developing

Year 2: 28 statements: 4 - 11 = Emerging 12 - 19 = Developing

All preceding + **greater depth statements** = Greater Depth

15+ and 7 spelling = Secure

Y1 NYG = 18 statements + emerging

20+ (including all working at statements) and 15 spelling = Secure Y2 NYG = 23 statements + emerging



Super Speller	
Year 1	<p>I can add the prefix –un at the beginning of a word.</p> <p>I use word endings such as –s and –es to change a word to mean more than one..</p> <p>I spell words correctly by adding –ing, –ed, –er and –est to create new words such as helping, helped, helper.</p> <p>I can spell words ending –y.</p> <p>I can spell words containing –tch (for example catch, fetch, kitchen).</p> <p>I can spell the ‘v’ sound at the end of words (for example have, live, give).</p> <p>I can spell words with ph and wh in (for example alphabet, dolphin, elephant).</p> <p>I can use k for the ‘k’ sound (for example sketch, kit).</p> <p>I can spell compound words (for example football, playground).</p> <p>I can spell the words correctly in my Year 1 spelling list.</p>
Year 2	<p>I can use the possessive apostrophe (singular nouns).</p> <p>I can show I know the difference between homophones and near-homophones in my spelling.</p> <p>I can use the ‘j’ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (for example badge, age, gem).</p> <p>I can use the ‘l’ sound spelt –le at the end of words (for example apple, bottle).</p> <p>I can use the ‘l’ sound spelt –el at the end of words (for example camel, tunnel).</p> <p>I can use the ‘l’ sound spelt –al at the end of words (for example pedal, capital).</p> <p>I can spell words ending –il. (for example pencil, fossil, nostril)</p> <p>I can spell the ‘i’ sound spelt –y at the end of words. (for example cry, fly, dry, try, reply, July)</p> <p>I can spell words ending in –tion.</p> <p>I can spell the ‘e’ sound spelt –ey. (key, donkey, monkey, chimney, valley)</p> <p>I can spell the ‘s’ sound spelt c before e, i and y (for example ice, cell).</p> <p>I can spell the ‘n’ sound spelt kn and (less often) gn at the beginning of words (for example knee, gnat).</p> <p>I can spell the ‘r’ sound spelt wr at the beginning of words (for example written, wrote).</p> <p>I can spell the ‘aw’ sound spelt a before l and ll (for example all, ball).</p> <p>I can spell the ‘u’ sound spelt o (for example mother, brother).</p> <p>I can spell the ‘o’ sound spelt a after w and qu. (want, watch, wander, quantity, squash)</p> <p>I can spell the ‘ur’ sound spelt or after w. (word, work, worm, world, worth)</p> <p>I can spell the ‘or’ sound spelt ar after w. (war, warm, towards)</p> <p>I can spell the ‘sh’ sound spelt s. (television, treasure, usual)</p> <ul style="list-style-type: none"> - I can spell many common exception words. - I can spell most common exception words <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>I can spell some words with contracted forms</p> <ul style="list-style-type: none"> - I can spell most words with contracted forms. <p>I can add suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*</p> <ul style="list-style-type: none"> - I can add suffixes to spell most words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*