

Writing: Transcription Spelling Phonics and Spelling Rules	
Literacy	<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Spell words by identifying the sounds and then writing the sound with the letter/s.
Writing: Transcription Handwriting Letter Formation, Placement and Positioning	
Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Write recognisable letters, most of which are correctly formed
Physical Development	<ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently (e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons). • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
Writing: Composition Planning, Writing and Editing	
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s.

	<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
Writing: Audience Purpose and Structure	
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
Communication and Language: Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense	
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate ideas and thoughts in sentences. • Connect one idea or action to another,