











English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 2 - AUTUMN Term



Reading		Term 1			Term 2			
	Whole class book		You Choose Perfectly Norman (WF) Magic Box Poem – Kit Wright			The Great Kapok Tree (WF) Variety of information texts about rainforest animals Variety of information texts about Brazil		
	Guided Reading Skills Foci: Bronze Silver Gold		<div></div> <div>VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge)</div> <div><div>I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</div><div>I can put the important words, phrases and ideas together to get a ‘GIST’ What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?</div><div>I understand the function of full stops when reading and I show this when reading aloud.</div><div>I understand the key events or features of a text and I can simply comment on beginning, middle and end.</div><div>I understand which words to choose as key words for scanning.</div><div>I can recognise interesting words.</div></div> <div><div>I can recognise and use tongue twisters/ alliteration</div><div>I can use simple scanning skills to help me retrieve information</div><div>I can use retrieval skills to find answers in a text. Retreival focus questions. What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?</div></div> <div><div>I can provide simple explanations about events. Explanation focus questions: Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?</div></div>	<div></div> <div>VIPERS focus: inference and prediction (all skills revisited regularly to ensure revision of knowledge)</div> <div><div>I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</div><div>I understand that a character’s actions can determine how they are feeling.</div><div>I know how non-fiction texts are structured and can name some of their features.</div></div> <div><div>I can sequence the main events of a story, explaining my reasoning.</div><div>I can explain what I think about books, poems and non-fiction.</div><div>I can explain the meaning of words in context.</div></div> <div><div>I can develop my skills of prediction by exploring how to use clues from the text. Prediction focus questions: Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?</div><div>I can develop my skills of inference by exploring how to use clues from the text e.g. suggesting how a character may feel by commenting on their actions or body language. Inference focus questions: Why was..... feeling.....? • Why did happen? • Why did say? • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?</div></div>				

					I can explore what I think is going to happen in a text.											
	21 Steps (National Curriculum)		<p>Step 7</p> <p>Word Reading</p> <ul style="list-style-type: none">I can read a range of words on sight and am able to use my phonic strategies to read more complex words.I can read words with common suffixes. - I notice contractions, but need some support to read them accurately.I know the function of full stops when reading and I show this when reading aloud. <p>Comprehension</p> <ul style="list-style-type: none">I understand the key events or features of a text. - I can simply comment on beginning, middle and end.I can work with a group to answer questions about texts.I know how non-fiction texts are structured and can name some of their features.I can recite some lines from simple poems, saying what I like.I can explain the meaning of words in context.I can recognise interesting words.I can recognise key themes within a text, linked to familiar stories.I can say what I think about books, poems and non-fiction.I can use the front cover and book title, as well as illustrations to make reading choices. <p>Language for Effect</p> <ul style="list-style-type: none">I can recognise rhyming wordsI can recognise tongue twisters/ alliteration <p>Making Inferences</p> <ul style="list-style-type: none">I can comment on character’s actions. - I can provide simple explanations about events. <p>I can explore what I think is going to happen in a text.</p>													
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)		Term 1							Term 2							
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	(week 8)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)	
	Assessment	Alternative spellings for the ‘ai’ phoneme. Also revisit Phase 2,3 and 5 GPCs	Alternati ve spellings for the ‘ee’ phonem e. Also revisit Phase 2,3 and 5 GPCs	Alternative spellings for the ‘igh’ phoneme. Also revisit Phase 2,3 and 5 GPCs	Alternative spellings for the ‘oa’ phoneme. Also revisit Phase 2,3 and 5 GPCs	Alternati ve spellings for the ‘oo’ phonem e. Also revisit Phase 2,3 and 5 GPCs	Alternative spellings for the ‘j’ phoneme. Also revisit Phase 2,3 and 5 GPCs	Alternative spellings for the ‘sh’ phoneme. The /j/ sound spelled –dge List 1 Also revisit Phase 2,3 and 5 GPCs	The /s/ sound spelled c before e, i and y List 4 Also revisit Phase 2,3 and 5 GPCs	The /n/ sound spelled kn and gn List 5 Also revisit Phase 2,3 and 5 GPCs	The /r/ sound spelled wr List 7 Also revisit Phase 2,3 and 5 GPCs	The /l/ or /ul/ sound spelled -le List 8 Also revisit Phase 5 GPCs	The /l/ or /ul/ sound spelled -el List 9 Also revisit Phase 5 GPCs	The /l/ or /ul/ sound spelled -al List 10 Also revisit Phase 5 GPCs	Words ending in -il List 11 Also revisit Phase 5 GPCs	









Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression		Step 7 - Spelling <ul style="list-style-type: none">I can segment spoken words into phonemes and represent these using graphemes spelling correctly and in the right order.I can segment multi-syllabic wordsI can identify a homophone													
Writing		Term 1							Term 2						
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
Genre/Composition	Class rules (Work in Topic Books)	You Choose Nick Sharratt (Focus on simple sentence construction)		Perfectly Norman (Focus on simple sentence construction)		The Magic Box Poem – Kit Wright		Non- Fiction Non-chronological report – rainforest animals		Narrative – The Great kapok Tree		The Day the Crayons Quit – postcards from Brazil		Christmas Themed Recount (Christmas Play)	
Genre specific coverage	<ul style="list-style-type: none">What is a verb?What is a sentence?Command sentences	<ul style="list-style-type: none">Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		<ul style="list-style-type: none">capital letters for proper nouns.Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)Sentences with different forms: statement, question, Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		<ul style="list-style-type: none">Introduce expanded noun phrases for description and specification (e.g. the blue butterfly) . Begin with using vocab for noun and adjective. Descriptive language		<ul style="list-style-type: none">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listI can use capital letters for proper nouns.		<ul style="list-style-type: none">Sentences with different forms: statement, question, exclamation, commandSubordination (using when, if, that, or because) and co-ordination (using or, and, or but)Correct choice and consistent use of present tense and past tense throughout writing		<ul style="list-style-type: none">througho ut writingSubordina tion (using when, if, that, or because) and co-ordinatio n (using or, and, or but)Apostrop he for contractio n.		<ul style="list-style-type: none">Correct choice and consistent use of present tense and past tense (focus on past tense)Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
	Writing: (Including EGPS) 21 Steps (National Curriculum)	Vocabulary and Grammar: Step 6: (Year 1) <ul style="list-style-type: none">I can use the conjunction ‘and’.I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.I can write a statement, question and exclamation appropriately.I can use adjectives to create an effect.I can write a simple sentence dictated by the teacher. Punctuation: Step 6:													

	<ul style="list-style-type: none">• I can use capital letters for proper nouns.• I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. <p>I am aware of all capital letters/lower case pairs</p> <p>Step 7 Handwriting</p> <ul style="list-style-type: none">• I can form lower-case letters of the correct size relative to one another. <p>Step 7 Writing Composition</p> <ul style="list-style-type: none">• I enjoy writing simple messages for myself, my friends and other adults to read• I am beginning to write simple narratives from personal experiences.• I need to plan or say out loud what I am going to write, sentence by sentence.• I can reread my writing with the teacher to check for improvements. <p>Step 7 Vocabulary and Grammar</p> <ul style="list-style-type: none">• I can use ‘and’ or ‘but’ to join my sentences.• I can identify subordinating conjunctions within a text such as: when, if, that, because.• I can use statements, questions, exclamations and commands for effect.• I can identify adjectives and their effect on the reader.• I can identify past and present tense verbs.• -I can write sentences dictated by the teacher. <p>Step 7 Punctuation</p> <ul style="list-style-type: none">• I can use spaces between words that reflect the size of the letters.• I can explain why a proper noun needs a capital letter.• I can identify different apostrophes and discuss how they are used.• I can explain what a comma does.
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English Coverage
Year 2
SPRING Term



Reading		Term 3			Term 4		
	Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Eat Your Peas (WF) Range of information texts about healthy living Range of poetry			Fantastic Mr Fox (WF) Extracts from Samuel Pepys’ diary (WF) Range of information texts about The Great Fire of London		
	Guided Reading Skills Foci: Bronze Silver Gold		VIPERS focus: sequencing, inference and prediction (all skills revisited regularly to ensure revision of knowledge)			VIPERS focus: All skills revisited to ensure revision of knowledge	
			I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.			I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.	
			I can read aloud taking into account of punctuation and author intention.			I can read aloud taking into account of punctuation and author intention.	
			I can read words containing common suffixes and multi syllabic words.			I can read words containing common suffixes and multi syllabic words.	
			I can discuss, in a group, the sequence of events in a story.			I can answer a range of questions about texts I have read, including sequencing events and retrieving from the text.	
			I can answer a range of questions about texts I have read, including sequencing events and retrieving from the text.			I can identify how vocabulary choices affect meaning – ‘crept lets you know he’s trying to be quiet’.	
			I can identify how vocabulary choices affect meaning – ‘crept lets you know he’s trying to be quiet’.			I am able to take part in discussions about books, poems and non-fiction texts.	
			I am able to take part in discussions about books, poems and non-fiction texts.			I can read words containing common suffixes and multi syllabic words.	
			I can sequence key events of a story. Sequencing focus questions: • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?			I can answer a range of questions about texts I have read, including sequencing events and retrieving from the text.	
I can develop my skills of prediction by exploring how to use clues from the text.			I can identify how vocabulary choices affect meaning – ‘crept lets you know he is trying to be quiet’.				
I can develop my skills of inference by exploring how to use clues from the text e.g. suggesting how a character may feel by commenting on their actions or body language.			I am able to take part in discussions about books, poems and non-fiction texts.				
	I can create something new based on a text I have read e.g. write a letter or a diary from a character’s point of view or create a poster.			I can develop my skills of prediction by exploring how to use clues from the text.			
				I can develop my skills of inference by exploring how to use clues from the text e.g. suggesting how a character may feel by commenting on their actions or body language.			
				I can provide explanations about events and use evidence from the text to support my ideas.			
				I can create something new based on a text I have read e.g. write a letter or a diary from a character’s point of view or create a poster.			
	21 Steps (National	Step 8 Word Reading I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.					









Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Curriculum)		I can predict alternative grapheme sounds in unfamiliar words. I can read multi syllabic words I can read words containing common suffixes. In contractions, I understand the apostrophe is replacing the missing letters. I can read aloud taking into account of punctuation and author intention. Comprehension I understand how the key events in a story result in the final outcome. I can discuss, in a group, the sequence of events in a story. I can answer questions about text I have read. I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. I can recite poems appreciating these. I can discuss words and phrases. I can recognise key themes within a text, linked to familiar stories. I am able to take part in discussions about books, poems and non-fiction texts. I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. Language for Effect I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’. I can recognise words that sound like their meaning Making Inferences I am beginning to understand the reasons for a character’s behaviour. I can discuss possible reasons for events. I can explore what I think is going to happen and suggest why I think this.											
	Term 3							Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	The long vowel i spelled y List 13 Also revisit Phase 5 GPCs	The -es suffix with words ending y List 14 Also revisit Phase 5 GPCs	The -ed suffix with words ending y List 15 Also revisit Phase 5 GPCs	The -er suffix with words ending y List 16 Also revisit Phase 5 GPCs	Adding -ing to words ending e List 17 Also revisit Phase 5 GPCs	Challenge words Lists 18 and 12 Also revisit Phase 5 GPCs		Adding -ing List 20 Also revisit Phase 5 GPCs	Adding -ed List 21 Also revisit Phase 5 GPCs	Contractions (list 34) Also revisit Phase 5 GPCs	The sound /u/ spelled o List 23 Also revisit Phase 5 GPCs	Homophones Also revisit Phase 5 GPCs	Compound words (list 32) Also revisit Phase 5 GPCs	
	Step 8 - Spelling													
	I can use suffixes in adjectives and adverbs.													
	I can identify a near homophone.													
	I can write simple sentences using Grapheme Phoneme Correspondences (GPC).													
	Step 9 - Spelling													
	I can use suffixes in adjectives and adverbs.													
	I can identify a near homophone.													
	I can write simple sentences using Grapheme Phoneme Correspondences (GPC).													
	Step 10 - Spelling													
	I can use suffixes in adjectives and adverbs.													
	I can identify a near homophone.													
I can write simple sentences using Grapheme Phoneme Correspondences (GPC).														



- I can identify speech marks in a text



English Coverage
Year 2
SUMMER Term

Reading		Term 5		Term 6					
	Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Traditional Tales including Little Red Riding Hood (WF) The Wooden Hill – spooky story (WF)		The Night Pirates (WF) Selection of Pirate themed books					
	Guided Reading Skills Foci: Bronze Silver Gold		VIPERS focus: All skills revisited to ensure understanding of different question types.			VIPERS focus: All skills revisited to ensure understanding of different question types.			
				I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.			I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.		
				I can read aloud taking into account of punctuation and author intention.			I can read aloud taking into account of punctuation and author intention.		
		I understand why a writer has written a text – ‘She wants you to know how to make a kite’.		I understand why a writer has written a text – ‘She wants you to know how to make a kite’.					
		I can read words containing common suffixes and multi syllabic words.			I can read words containing common suffixes and multi syllabic words.				
		I can answer a range of questions about texts I have read, including sequencing events and retrieving from the text.			I can answer a range of questions about texts I have read, including sequencing events and retrieving from the text.				
		I can identify how vocabulary choices affect meaning – ‘crept lets you know he’s trying to be quiet’.			I can identify how vocabulary choices affect meaning – ‘crept lets you know he’s trying to be quiet’.				
		I am able to take part in discussions about books, poems and non-fiction texts.			I am able to take part in discussions about books, poems and non-fiction texts.				
		I can develop my skills of prediction by exploring how to use clues from the text.			I can develop my skills of prediction by exploring how to use clues from the text.				
		I can develop my skills of inference by exploring how to use clues from the text e.g. suggesting how a character may feel by commenting on their actions or body language.			I can develop my skills of inference by exploring how to use clues from the text e.g. suggesting how a character may feel by commenting on their actions or body language.				
		I can provide explanations about events and use evidence from the text to support my ideas.			I can provide explanations about events and use evidence from the text to support my ideas.				
		I can create something new based on a text I have read e.g. write a letter or a diary from a character’s point of view or create a poster.			I can create something new based on a text I have read e.g. write a letter or a diary from a character’s point of view or create a poster.				
	21 Steps (National Curriculum)	Step 9 Word Reading I can read familiar words quickly, without needing to sound them out. I can read common suffixes, understanding the impact on root words. I can use a range of decoding strategies. I can use syllable boundaries to read each syllable then combine them to read a word I can self -correct when I have read a sentence incorrectly. I can accurately read words with contractions. I can read all (Year 1 & 2 HFW). Comprehension I can retell a story, referring to most of the key events and characters.							

		<p>I can summarise a story, giving the main points clearly in sequence.</p> <p>I can find the answers to questions in non-fiction, stories and poems.</p> <p>I can locate specific information e.g. key information/events, characters names etc.</p> <p>I can decide how useful a non-fiction text is for the purpose.</p> <p>I continue to build up a repertoire of poems learnt by heart, with appropriate intonation</p> <p>I can discuss my favourite words and phrases and how it affects meaning.</p> <p>I can recognise key themes and ideas within a text.</p> <p>I can participate in discussions about books, poems and other works and can compare similarities and differences between texts.</p> <p>I can make choices about which texts to read, based</p> <p>Language for Effect</p> <p>I can understand some differences between spoken and written language</p> <p>I can recognise simple similes</p> <p>Making Inferences</p> <p>I can make simple inferences about thoughts and feelings of characters and reasons for their actions.</p> <p>I can discuss reasons for events, by using clues in the story.</p> <p>I understand why a writer has written a text – ‘She wants you to know how to make a kite’.</p> <p>I can make predictions based on reading other books by the author and my own experiences.</p> <p>I understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’.</p>												
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
	Words with the spelling a after w and qu List 26 Also revisit Phase 5 GPCs	The suffixes -ment and -ness List 29 The /er/ sound spelled with o or ar List 27 Also revisit Phase 5 GPCs	The suffixes -ful and -less List 30 The /z/ sound spelled s List 28 Also revisit Phase 5 GPCs	Words ending in -tion List 33 Also revisit Phase 5 GPCs	Challenge words Lists 35 and 36 Also revisit Phase 5 GPCs	The or sound spelled a List 22 Also revisit Phase 5 GPCs		Common Exception Words revision List 18 Also revisit Phase 5 GPCs	Common Exception Words revision List 24 Also revisit Phase 5 GPCs	Revisit of all spelling rules taught in year 2 50 word Check words 21-35 50 word Check words 1-20 Also revisit Phase 5 GPCs	Revisit of all spelling rules taught in year 2 50 word Check words 36-50 Also revisit Phase 5 GPCs	Personalised spelling rules Also revisit Phase 5 GPCs		
Spelling– 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)	Step 9 - Spelling <ul style="list-style-type: none">I can add suffixes to spell longer words (less, ment, ness, ful, ly,)I am aware that words are not always spelt like they soundI am learning an increasing number of common exception wordsI can spell contractions													

Writing		Term 5						Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Non-Fiction – biography of famous sportsperson		Narrative – Re-telling of Little red Riding Hood		Recipe for friendship			Narrative – spooky story -The Wooden Hill		Pirate character descriptions		Playscripts -‘Little Purple Pirate Hat’		
Genre Specific Coverage	<ul style="list-style-type: none">Sentences with different forms: statement, question, exclamation,Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)Apostrophes to mark contracted forms in spelling		<ul style="list-style-type: none">Formation of adjectives using suffixes such as –ful, –lessSubordination (using when, if, that, or because) and co-ordination (using or, and, or but)Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)Sentences with different forms: statement, question, exclamation, commandUse of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark contracted forms in spellingCorrect choice and consistent use of present tense and past tense throughout writingUse of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)		<ul style="list-style-type: none">Formation of nouns using suffixes such as –ness, –erFormation of adjectives using suffixes such as –ful, –lessUse of the suffixes –er and –est to form comparisons of adjectives and adverbsSentences with different forms: statement, question, exclamation, command			<ul style="list-style-type: none">Correct choice and consistent use of present tense and past tense throughout writingSubordination (using when, if, that, or because) and co-ordination (using or, and, or but)Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)Sentences with different forms: statement, question, exclamation, commandverb, tense (past, present), adjective, noun, suffix, apostrophe, comma		<ul style="list-style-type: none">Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark contracted forms in spelling		<ul style="list-style-type: none">Sentences with different forms: statement, question, exclamation, commandCorrect choice and consistent use of present tense and past tense throughout writing		
Writing: (Including EGPS) 21 Steps	<p>Step 9 Handwriting</p> <ul style="list-style-type: none">I can use spacing between words that reflects the size of the letters.I am developing a joined style <p>Step 9 Writing Composition</p> <ul style="list-style-type: none">I take pride in my writingI can write for different purposes.I can write a simple plan including a range of features.I can check my writing makes sense and make improvements.I can develop and order my ideas through participation in drama/role play/improvisationI can use new vocabulary in my writing, which I have taken from my reading/whole class discussions <p>Step 9 Vocabulary and Grammar</p> <ul style="list-style-type: none">I can use appropriate conjunction in my writing.I can select appropriate sentences for effect.I can use appropriate adjectives in my writing.I am beginning to use appropriate imperative verbs.I can consistently use the present and past tense of verbs in my writing.													

	<ul style="list-style-type: none">• I can write simple sentences using exception words and punctuation.• I can discuss language using an increasing number of technical terms Step 9 Punctuation <ul style="list-style-type: none">• I can use apostrophes for contractions e.g. don't• I can use apostrophes for possession.• I can use commas to form a list. –• I can use speech marks
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