



Cam Hopton C of E Primary School Writing Coverage
Key Stage 1



	<u><i>Year 1</i></u>	<u><i>Year 2</i></u>
<i>Handwriting</i>	I can sit properly to write and hold my pencil the way my teacher showed me. I can make lower-case letters properly, starting and finishing each one in the right place. I can make capital letters the way my teacher has shown me. I can make digits 0–9 the way my teacher has shown me. I can make all the letters in each letter family the way my teacher has shown me.	I can form lower-case letters in the way my teacher has taught me. I can join letters that need to be joined and I know which letters are better left unjoined. I can form capital letters and digits in the way my teacher has taught me. I can leave the right size of spaces between words.
<i>Composition</i>	I can say what I want to write about. I can say each sentence out loud before I write it. I can write three or more sentences in order to tell a story. I can read back what I have written to check it makes sense. I can share my writing with others and talk about it. I can read back what I have written for everyone to hear.	I can write a true or made-up story about myself or someone else. I can write about things that have really happened. I can write a poem. I can write for all sorts of different reasons. I can say what I want to write about before I start to write. I can say each sentence before I write it. I can make a plan for my writing and jot down ideas and words I want to use. I can work with a writing buddy or my teacher to check and improve my work and my buddy's. I can read back my writing and make sure my verb tenses make sense. I can read through my own writing, checking and correcting my spelling, grammar and punctuation. I can read my writing aloud to someone else clearly so they can hear and understand it.
<i>Transcription</i>	I can spell any word using my phonics. I can spell the tricky words I have been taught. I can spell the days of the week. I can say the letters of the alphabet in order. I can spell words with added endings and I know when to add -s and when to add -es. I can add the prefix un- to make words into their opposites. I can add suffixes -ing, -er, -ed and -est to change words I already know. I can spell all the words in a sentence my teacher says.	I can write and spell words I want to use by segmenting them and working through one sound at a time in order. I often get the spelling right. I can use my new knowledge of different ways sounds can be spelled to help me make the best spelling choices, including some words that sound the same but are spelled differently. I can spell tricky words I have been taught and usually get them right. I can spell some words that sound just like or almost like other words without muddling them up. I can use an apostrophe to show when something belongs to somebody and I can usually remember to put it in the right place in the right word. I can use an apostrophe to show where a word has been shortened. I can spell longer words by adding suffixes like -ment, -less, -ful, -less, -ly. I can write a sentence my teacher dictates to me.
<i>VgP</i>	I can leave spaces big enough for another letter between my words. I can write a list or a longer sentence using and to join my ideas together. I can begin all my sentences with capital letters and pick the right punctuation mark to end them – full stop, question mark or exclamation mark.	I can add detail to nouns to give my reader or listener a clearer picture in their head. I can join more than one idea in a sentence using conjunctions my teacher has taught me. I can write a statement, a question, an exclamation and a command and use the right punctuation for each one. I can use verb tenses to write about what is happening, what happened and what went on happening for some time. I can write using correct capital letters, correct spelling and correct punctuation. I can use capital letters to begin all my sentences and use all the punctuation my teacher has taught me correctly.