

	PCL 8	PCL 7	PCL 6	PCL 5
EGP	<ul style="list-style-type: none"> Pupils can relate to what their own writing says Beginning to use the correct tense in their writing (can be spelt incorrectly eg. stopt) Begin to use determiners in writing 			
Spelling	<ul style="list-style-type: none"> Recognise all set 1 sounds & can write these from memory Begin to use set 2 sounds using aids Orally segment words to spell Spell CVC, CVCC, CCVC words, segmenting from memory Spell CEW I, no, the, to, go, in 	<ul style="list-style-type: none"> To write 14 or more set 1 sounds using aids Hear, say and write initial sounds in all words Spell some CVC words from memory Spell most CVC words using aids Write own name from memory 	<ul style="list-style-type: none"> To write up to 14 set 1 sounds using aids Hear, say and write initial sounds in most words Begin to write set 1 sounds 	<ul style="list-style-type: none"> Begin to write some sounds from set 1 using aids
Handwriting	<ul style="list-style-type: none"> Form most single letters correctly with correct starting positions 	<ul style="list-style-type: none"> Use a pincer grip with control Use correct starting positions for most letters Use mnemonics to form shapes of letters (refer to handwriting policy) e.g a around the apple, up up up and down the leaves 	<ul style="list-style-type: none"> Use pincer grip Draw lines, circles, shapes showing control Trace patterns (these can/should link to handwriting patterns from handwriting policy) Begin to form recognisable letters 	<ul style="list-style-type: none"> Draw lines and shapes on a small or large scale Beginning to trace
Composition	<ul style="list-style-type: none"> Write a caption without adult support (doesn't matter if they miss a capital or full stop) Hold a simple sentence containing around 5 words with the intent to write Write a rehearsed sentence containing around 5 words Beginning to captions or phrases in sequence with support (Went to the park had ice-cream) 	<ul style="list-style-type: none"> Label pictures Write a caption which is heavily supported or dictated 	<ul style="list-style-type: none"> Give meaning to marks (drawing, mark making, scribbles, shapes) Sometimes give meaning to marks for words or phrases 	<ul style="list-style-type: none"> Begin to discuss what they would like to write with an adult Uses a new word in the discussion linked to their topic
Speaking	<ul style="list-style-type: none"> Use story language during play Sometimes uses the correct tense during conversations Create own sentences and say them out loud (can be discussed with a teacher) Retell events in sequence 	<ul style="list-style-type: none"> To say a sentence using and/because in conversation Complete a sentence with a clause "When we went to the park...." Begin to use a range of tenses in conversation with support Use determiners when saying a sentence 	<ul style="list-style-type: none"> Hold a conversation (can jump from topic and topic) Complete a sentence with one word Uses simple sentence while speaking "Daddy sit in chair" Repeat words in the correct tense during conversation 	<ul style="list-style-type: none"> Match instrumental sounds to their purpose Uses familiar expressions "oh dear" Puts two words together Uses a variety of single, everyday words