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| To experiment with mark making | 01 |  |  |  |  |  |  |  |  |  |
| To begin to draw using their preferred hand. |  |  |  |  |  |  |  |  |  |  |
| To try out a variety of marks on a range of medium. | 02 |  |  |  |  |  |  |  |  |  |
| To hold writing instruments appropriately. | 03 |  |  |  |  |  |  |  |  |  |
| To begin to discriminate between letters. |  |  |  |  |  |  |  |  |  |  |
| To begin to write in a conventional way. |  |  |  |  |  |  |  |  |  |  |
| To communicate meaning through simple words and phrases. | $\begin{aligned} & \text { O4 } \\ & \text { L1 } \end{aligned}$ |  |  |  |  |  |  |  |  |  |
| To know what a sentence is. |  |  |  |  |  |  |  |  |  |  |
| To form letters which are usually correctly shaped and orientated with appropriate spacings. |  |  |  |  |  |  |  |  |  |  |
| To begin to understand difference between fiction and nonfiction. |  |  |  |  |  |  |  |  |  |  |
| To use a range of interesting vocabulary. | $\begin{aligned} & \text { O5 } \\ & \text { L2 } \end{aligned}$ |  |  |  |  |  |  |  |  |  |
| To identify the purpose for which they write and identify a range of readers. |  |  |  |  |  |  |  |  |  |  |
| To develop ideas in a sequence in a series of connected sentences. |  |  |  |  |  |  |  |  |  |  |
| To use capital letters, full stops, exclamation marks and questions marks with some degree of consistency. |  |  |  |  |  |  |  |  |  |  |
| To spell more simple words correctly and make a plausible attempt at others. |  |  |  |  |  |  |  |  |  |  |
| To form letters accurately which are consistent in size. |  |  |  |  |  |  |  |  |  |  |
| To organise and structure a piece of writing independently. | $\begin{array}{\|l\|} \hline \text { O6 } \\ \hline \end{array}$ |  |  |  |  |  |  |  |  |  |
| To choose appropriate interesting and exciting vocabulary to enhance imaginative writing. |  |  |  |  |  |  |  |  |  |  |
| To understand and use the main features of the main forms of writing. |  |  |  |  |  |  |  |  |  |  |
| To structure a sentence that is usually grammatically correct. |  |  |  |  |  |  |  |  |  |  |
| To vary the ways in which they begin sentences. |  |  |  |  |  |  |  |  |  |  |
| To spell a greater range of common words accurately. |  |  |  |  |  |  |  |  |  |  |
| To join handwriting. |  |  |  |  |  |  |  |  |  |  |
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