

### Nursery

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. Write some or all of their name.</p>	<p>H1. Show a preference for a dominant hand. (lifted from Physical Development)</p> <p>H2. Use a comfortable grip with good control when holding pens and pencils. ( lifted from Physical Development)</p> <p>H3. Write some letters accurately.</p>	<p>C1. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	

### Reception

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>S2. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing ELG</p>	<p>H1. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. (Lifted from Physical development)</p> <p>H2. Form lower-case letters correctly</p> <p>H3. Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development)</p> <p>H4. Write recognisable letters, most of which are correctly formed. Writing ELG</p>	<p>C1. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>C2. Re-read what they have written to check that it makes sense.</p> <p>C3. Write simple phrases and sentences that can be read by others. Writing ELG</p>	<p>V1. Form capital letters correctly.</p> <p>V2. To begin to use the conjunction 'and' to link two words in a sentence. For example, I play with dolls and teddies.</p> <p>V3. To usually leave spaces between words.</p> <p>V4. To use the grammatical terminology;</p> <ol style="list-style-type: none"> <li>word</li> <li>letter</li> <li>sentence</li> <li>full stop</li> <li>capital letter.</li> </ol>