

Expected age related expectations

Phonics & Spelling

Pupil can usually correctly spell high-frequency words Phase 5 level or equivalent: e.g. *playground, complete.*

Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. *pupil writes 'frend' or 'yoo'*

Pupil can independently and with some inconsistencies use the spelling rule for adding -s or -es.

Pupil can independently use the prefix un- in own writing: e.g. *unhappy, undo, unfair.*

Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing.

Handwriting

Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.

Pupil can write letters, most of which are correctly formed.

Pupil can correctly form most capital letters.

Pupil can correctly identify all handwriting families and sort most letters into them: e.g. *pupil can say that 'the long ladder family' contains the letters: l, b, I, j, t, u. and uses this knowledge to remember correct letter formation when writing.*

Sentences & Punctuation

Pupil can independently compose a sentence orally ready to replicate it in writing.

Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.

Pupil can usually leave spaces between words.

Confidently and correctly joins words and clauses with 'and': e.g. *I went to the park and played on the swing.*

Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.

Ideas are sequenced appropriately: e.g. *stories have a beginning, middle and an end.*

Pupil can usually decide on a topic for writing and say what they will write about.

Pupil can independently compose a sentence orally ready to replicate it in writing.