

## **Working towards age related expectations**

### **Phonics & Spelling**

Pupil can spell simple high-frequency words at Phase 3 and 4 level or equivalent.

Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.

Pupil can, with support, use the spelling rule for adding -s or -es.

Pupil can, with support, use the prefix un- in own writing.

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

### **Handwriting**

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

Pupil can write some recognisable letters: e.g. letters from their name.

Pupil can correctly form some recognisable capital letters.

Pupil can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.

### **Sentences & Punctuation**

Pupil can, with support, compose a sentence orally ready to replicate it in writing.

Pupil, with support, re-reads what they have written to check that it makes sense.

Pupil can, when prompted, leave spaces between words

Begins to join words and clauses with 'and'.

Pupil is beginning to demarcate simple and compound sentences accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.

Some ideas are linked together.

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

Pupil can, with support, compose a sentence orally ready to replicate it in writing.