

	Phonics, spelling and handwriting	Writing features	Examples
Reception	Write simple regular and irregular words.	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways that match their spoken words. 	c-a-t
		<ul style="list-style-type: none"> They also write simple irregular words. 	to, the
	Writes sentences which can be read by themselves and others. Some words correctly spelt and some phonically plausible. Forms all 26 letters correctly.	<ul style="list-style-type: none"> Use phonics knowledge to represent all 44 sounds in the alphabet. Combining letters to make some sounds. 	e.g. ay ee igh ow oo/oo ar or air ir ou oy th ch qu x ng nk
Year 1	Spell simple high frequency words	<ul style="list-style-type: none"> Writing can be read by others 	
		<ul style="list-style-type: none"> Capital letter and full stops 	
	Make plausible attempts at spelling one syllable words Add -s or -es for plurals (e.g. dog, dogs; wish, wishes) Form all 26 letters on guidelines	<ul style="list-style-type: none"> Adjectives 	I looked inside the dark cave.
		<ul style="list-style-type: none"> Use and, because, but to extend sentence 	Peter was happy because it was sunny.
		<ul style="list-style-type: none"> Time connectives 	First I put my shoes on. After that I put my coat on. Finally I left the house.

Year 2	Spell two syllable words	• Question mark	Where are you going?
		• Exclamation mark	I'm so hungry!
	Spell most high frequency words	• Commas in lists	He bought apples, pears and cherries.
		• Use sections in writing	
	Use prefixes such as un-, in-.	• Capital letters and full stops fully accurate	
		• Use connectives because, but, so,	I like cats but don't like dogs. He ate quickly so he had more time outside in the playground.
	Use suffixes such as -ness, -ful.	• Who/which relative clause	The Vikings, who came from Scandinavia , invaded Scotland. The Fire of London, which started in Pudding Lane , spread quickly.
		• Adverbs	Tom ran quickly down the hill.
Use joined handwriting	• List of 3 for description	African elephants have long trunks, curly tusks and large ears.	
Year 3	Handwriting is consistently joined and correctly formed.	• Accurate use of full stops, capital letters, question and exclamation marks	
		• Develop complex sentences	Eg - Using 'ing' starters: ' Sighing , the man lay down to sleep.' - Using subordinating conjunctions; ' Because I was tired, I went to sleep.' - Using adverbial phrases used as a 'where', 'when' or 'how' (fronted adverbials); ' When I walk to school, I see lots of birds.' - Drop in a relative clause using: who/whom/which/whose/that; 'The bird, which was flapping furiously , flew away.'
	• Paragraphs		
	• Sentence of 3 for description	The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.	
	• More specific / technical vocabulary to add detail	A few dragons of this variety can breathe on any creature and turn it to stone immediately.	

		<ul style="list-style-type: none"> Secure use of inverted commas for direct speech 	'Where are you going?' asked Mary.
		<ul style="list-style-type: none"> Ellipses to keep the reader hanging on 	Slowly, she opened the door into the haunted house.....
Year 4		<ul style="list-style-type: none"> Commas to mark clauses 	
		<ul style="list-style-type: none"> Apostrophes to mark possession 	The girl's name The boys' boots
		<ul style="list-style-type: none"> Long and short sentences 	
		<ul style="list-style-type: none"> Short sentences to move events on 	It was midnight. It's great fun!
		<ul style="list-style-type: none"> Start sentences with a simile 	As curved as a ball , the moon shone brightly in the sky.
		<ul style="list-style-type: none"> Start sentences with -'ed' clauses 	Frightened , Tom ran straight home to avoid being caught
		<ul style="list-style-type: none"> Start sentences with -'ing' clauses 	Jane, laughing at the teacher, fell off her chair.
Year 5		<ul style="list-style-type: none"> Rhetorical question 	
		<ul style="list-style-type: none"> Brackets, colons, dashes and secure use of commas 	() : ; - ,
		<ul style="list-style-type: none"> Secure use of relative clauses 	The boy, who was lost , was feeling particularly vulnerable.
		<ul style="list-style-type: none"> Develop sentence structure – compound and complex 	Although it was raining heavily, we still played outside for hours.
		<ul style="list-style-type: none"> Expand -'ed' clauses as sentence starters 	Encouraged by the bright weather , Jane set out for a walk.
		<ul style="list-style-type: none"> Expand starters using adverbial phrases 	Beyond the dark gloom of the cave , Jack saw the wizard.
		<ul style="list-style-type: none"> Drop in -'ed' clause 	Poor Tim, exhausted by so much effort , ran home.
		<ul style="list-style-type: none"> Use modal verbs to indicate degrees of possibility 	Could, would, should, will must