

Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>● children form recognisable letters correctly</li> <li>● children can spell words by identifying sounds in them using their phase 2 and phase 3 phonics <b>e.g. ee - sheep, oa - boat, oo - moon, ar - sharp, ow - down, igh - light, or - fork</b></li> <li>● simple sentences are written.</li> <li>● sentences can be read by others.</li> <li>● there may be SOME awareness of full stops and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>● children can apply their phase 5 phonic knowledge in their writing <b>e.g. snake, pain, away</b></li> <li>● children use -s and -es for plurals <b>e.g. boxes, cats</b></li> <li>● children can use -ed, -er,-est and -ing as suffixes <b>e.g. shorter, longest, waited, singing</b></li> <li>● sentences are sequenced to form short narratives.</li> <li>● spaces are left between words</li> <li>● children can use <b>'and'</b> to join clauses.</li> <li>● capital I is used for personal pronoun</li> <li>● children can use capital letters for people, places and days of the week,</li> <li>● children are beginning to punctuate writing with full stops, capital letters, question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>● children can spell contracted forms <b>e.g. can't</b></li> <li>● children can use the possessive apostrophe <b>e.g. the boy's football</b></li> <li>● some homophones and near homophones are spelt correctly</li> <li>● children can add suffixes to spell longer words e.g. -ment, -less, -ness, -ful, -ly</li> <li>● children start using diagonal and horizontal strokes needed to join letters</li> <li>● proofreading and editing that shows they have checked for sense, meaning and corrections in grammar and spelling.</li> <li>● children can use the following punctuation: Full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.</li> <li>● expanded noun phrases are used to add detail <b>e.g. the small, blue butterfly</b></li> <li>● the present and past tense are used consistently</li> <li>● children can use subordination (<b>because, when , if, that or</b>) and coordination (<b>and, or, but</b>)</li> </ul>

