

## Year 1 Writing

By the end of the year, children are expected to:

### Transcription

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words that have been taught
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Use -ing and -ed, where no change is needed in the spelling of root words
- Spell the days of the week
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Begin to spell words using contracted forms
- Can use the prefix un-
- Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- ***Begin to form lower-case letters in the correct direction, starting and finishing in the right place***
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

### Composition and Effect

- Say aloud what they are going to write about
- Discuss what they have written with the teacher or other pupils
- Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary
- Select basic ideas and content linked to the purpose of a task
- Re-read what they have written to check that it makes sense
- Use simple prepositions

### Text Structure and Organisation

- Has an awareness that ideas can be organised into a sequence
- Sequence sentences to form short narratives

- Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions

### Sentence Structure

- Compose a sentence orally before writing it
- Write a simple sentence starting with a personal pronoun
- Write a simple sentence starting with a noun/proper noun
- Write a simple sentence with straightforward subject/verb agreement
- Write reliably formed simple and compound sentences

### Vocabulary, grammar and punctuation

- Leave spaces between words
- Use capital letter for names
- Use capital letter for the personal pronoun 'I'
- Begin to punctuate sentences using a capital letter and a full stop
- Join words using 'and'
- Begin to punctuate sentences using a question mark
- Join clauses using 'and'
- Use a capital letter for days of the week
- Begin to punctuate sentences using an exclamation mark
- Use simple noun phrases (adjective + noun)
- Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

## Year 2 Writing

By the end of the year children are expected to:

### Transcription

- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known
- Spell common homophones
- Spell common exception words taught so far
- Add suffixes to spell longer words, including -ly
- Use the possessive apostrophe (singular)
- Add suffixes to spell longer words, including -ful, -less (to create adjectives)
- Spell more words with contracted forms
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words -ment, -ness
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### Handwriting

- Form lower-case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters
- Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

### Composition and Effect

- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- When planning, write down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
- Re-read to check that writing makes sense e.g. verb tense
- Proof-read to check for errors in spelling, grammar and punctuation
- Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience
- Use adventurous vocabulary appropriate to task
- Use a range of prepositions (behind, before, above, along)

### Text Structure and Organisation

- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence
- Use brief opening and ending
- Appropriately sequence ideas
- Link related sentences through the use of pronouns and adverbials where appropriate

### Sentence Structure

- Write questions (beginning with who/ what/ when/ where/ how etc)
- Write statements
- Write exclamatory sentences starting with 'what' or 'how'.
- Write commands using the imperative form of a verb
- Use sentences with different forms: statement, question, exclamation, command

### Vocabulary, grammar and punctuation

- Use capital letters, full stops, question marks and exclamation to demarcate sentences
- Use coordinating conjunctions (or/and/but)
- Write expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently
- Use -ly to turn adjectives into adverbs - slow/ slowly
- Use subordinating conjunctions (when/ if /that /because)
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling
- Use the suffixes -er, -est, in adjectives
- Use the progressive form correctly and consistently e.g he was shouting.
- Use apostrophes to mark singular possession in nouns
- Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

## Year 3 Writing

By the end of the year children are expected to:

### Transcription

- Use further prefixes and suffixes and understand how to add them
- Spell words that are often misspelt
- Use the first two or three letters of a word to check its spelling in a dictionary
- Form nouns using prefixes e.g. super, anti, auto
- Spell further homophones and understand their meanings
- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting

### Composition and Effect

- Writing is clear in purpose
- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- When planning, discuss and record ideas
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- In narratives, creates settings, characters and plot
- Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'
- Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation

### Text Structure and Organisation

- Organise writing into logical chunks and write a coherent series of linked sentences for each
- Select nouns and pronouns to provide clarity for the reader
- Use simple organisational devices, e.g. headings and subheadings
- Organise paragraphs around a theme
- Vary nouns and pronouns to avoid repetition
- Uses varied nouns and pronouns for cohesion

### Sentence Structure

- Draft and write an increasing range of sentence structures (simple and compound)
- Use some variation in sentence types (statement/ command/ question/ exclamation)
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)

### Vocabulary, grammar and punctuation

- Use conjunctions to express time, place and cause
- Use adverbs and prepositions to express time, place and cause
- Use inverted commas to punctuate direct speech
- Know when to use 'a' and 'an'
- Proof-read for spelling and punctuation errors
- Use irregular simple past-tense verbs e.g. awake / awoke
- Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play
- Indicate possession by using the possessive apostrophe with plural nouns
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use fronted adverbials
- Use commas after fronted adverbials
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma

## Year 4 Writing

By the end of the year children are expected to:

### Transcription

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Plural nouns of words ending in 'o'.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Is able to maintain fluency of writing and has sufficient stamina for typical written tasks
- Can correctly join letters in accordance with the school's agreed style
- Increase the legibility, consistency and quality of their handwriting

### Composition and Effect

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan their writing by discussing and recording ideas
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- In narratives, creates settings, characters and plot
- Writing is clear in purpose
- Use a varied and rich vocabulary
- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary
- Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)
- Use figurative language such as similes, alliteration to build a picture in the readers head

### Text Structure and Organisation

- Non-narrative material uses simple organisational devices
- Organise paragraphs around a theme
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause for cohesion

- Openings and closings are clearly signalled and well developed
- Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences

### Sentence Structure

- Compose and rehearse sentences orally (including dialogue)
- Use an increasing range of sentence length and structure
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

### Vocabulary, grammar and punctuation

- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair
- Understand the difference between plural and possessive -s
- Proof-read for spelling and punctuation errors
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Standard English forms for verb inflections instead of local spoken forms
- Use fronted adverbials followed by a comma
- Use the present perfect form of verbs in contrast to the past tense
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

## Year 5 Writing

By the end of the year children are expected to:

### Transcription

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-', 'de-', 'mis-', 'over-' and 're-'
- Spell some words with 'silent' letters
- Continue to distinguish between homophones and other words which are often confused

### Handwriting

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

### Composition and Effect

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use expanded noun phrases to convey complicated information concisely
- In narratives, describe settings, characters and atmosphere
- Choose the appropriate register for the audience and purpose (formal or informal)
- Viewpoint is established and generally maintained
- Use figurative language such as similes, alliteration, metaphors and personification in poetry
- Editing sentences by either expanding or reducing for meaning and effect
- Content is balanced e.g. between action/ description/ dialogue, fact and comment

### Text Structure and Organisation

- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences
- Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)
- Linking ideas across paragraphs through tense choice (he had seen her before)
- Use a wide range of devices to build cohesion within paragraphs

### Sentence Structure

- Make deliberate choices of sentence length and structure for impact on the reader
- Fronted prepositional phrases for greater effect

Throughout the stormy winter ...

Far beneath the frozen soil ...

- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports
- Use a wide range of clause structures, sometimes varying their position within the sentence

### Vocabulary, grammar and punctuation

- Proof-read for spelling and punctuation errors
- Use relative clauses beginning with who, which, where, when, whose, that
- Use commas to clarify meaning or avoid ambiguity in writing
- Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'
- Ensure correct subject and verb agreement when using singular and plural
- Use brackets, dashes or commas to indicate parenthesis
- Use the perfect form of verbs to mark relationships of time and cause
- Use modal verbs or adverbs to indicate degrees of possibility
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use a colon to introduce a list
- Use semi colons, colons or dashes to mark boundaries between independent clauses
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

## Year 6 Writing

By the end of the year children are expected to:

### Transcription

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Recognise how words are related by meaning as synonyms and antonyms
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters
- Continue to distinguish between homophones and other words which are often confused

### Handwriting

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

### Composition and Effect

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify the audience for and purpose of the writing
- Select the appropriate form and use other similar writing as models for their own
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision
- Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Use figurative language such as similes, alliteration, metaphors and personification in a range of writing
- Selects verb forms for meaning and effect e.g. deliberate change of tense
- Manage shifts in levels of formality within a text
- Select synonyms accurately for effect rather than as an alternative for an original word

### Text Structure and Organisation

- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables
- Draft and write by using a wide range of devices to build cohesion within paragraphs
- Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis

### Sentence Structure

- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken
- Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?
- Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come

### Vocabulary, grammar and punctuation

- Proof-read for spelling and punctuation errors
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use correct subject and verb agreement when using singular and plural
- Use brackets, dashes or commas to indicate parenthesis
- Use a colon to introduce a list
- Use a semi colon within lists
- Use semi colons, colons or dashes to mark boundaries between independent clauses
- Use hyphens to avoid ambiguity
- Use the perfect form of verbs to mark relationships of time and cause
- Use modal verbs or adverbs to indicate degrees of possibility
- Punctuate bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points