



## Year 1 Writing Expectations

Writing Process	Grammar and Punctuation	Handwriting
<p>Say sentences out loud to plan writing</p> <p><b>Put words together to make sentences</b></p> <p>Write sentences which link to make a “story” or narrative</p> <p>Reread own writing to check for sense</p> <p>Talk about writing with others</p>	<p><b>Use capital letters for the start of sentences</b></p> <p>Use capital letters for names, places, days of the week and I</p> <p><b>Use full stops for the end of most sentences</b></p> <p>Begin to use question marks and exclamation marks</p> <p>Use conjunction and to join sentences</p>	<p><b>Form lower case letters using the correct direction</b></p> <p><b>Form capital letters</b></p> <p><b>Write numbers 0-9</b></p>
Technical Vocabulary	Use spaces between words in a sentence	Spelling
<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>Understand how un- changes the meaning of words</p>	<p><b>Spell words using phonemes taught</b></p> <p><b>Spell common exception words</b></p> <p>Spell days of the week</p> <p>Understand spelling rules for plural nouns with s or es</p> <p>Use suffixes ed, est, ing and er</p>



**Year 1: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b>



## Year 2 Writing Expectations

Writing Process	Grammar and Punctuation	Handwriting
<p>Talk about and jot down ideas for writing</p> <p>Jot down notes, ideas and key words for writing</p> <p>Write longer pieces of text about real events in one go</p> <p><b>Write for different purposes</b></p> <p>Change and improve writing after discussion with peers or adults</p> <p>Re-read to check for tense consistency</p> <p>Read writing aloud using tone of voice</p>	<p><b>Use full stops, exclamation marks and questions marks to demarcate the end of a sentence</b></p> <p><b>Use commas to separate items in a list</b></p> <p><b>Use the four types of sentences appropriately (questions, commands, exclamations and statements)</b></p> <p>Use co-ordinating conjunctions: and, or, but, so and yet.</p> <p>Use subordinating conjunctions: if, when, that and because</p> <p>Use expanded noun phrases to describe and specify</p>	<p><b>Use capital letters of appropriate size</b></p> <p><b>Form lower case letters of appropriate size relative to each other</b></p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use diagonal and horizontal strokes and choose to unjoin some letters</p> <p><b>Use spacing that fits size of letters</b></p>
Technical Vocabulary	<p>Use the possessive apostrophe</p> <p>Use past and present tense consistently including the use of the progressive</p>	Spelling
<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>		<p>Spell by segmenting words into phonemes, using graphemes, spelling many correctly</p> <p>Know some spellings using different phoneme representations</p> <p>Know a few common homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Spell some common contractions</p> <p>Spell longer words with some suffixes, including –ment, –ness, –ful, –less, –ly</p>



<b>Year 2: Detail of content to be introduced (statutory requirement)</b>	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>



# Year 3 Writing Expectations

Writing Process	Grammar and Punctuation	Handwriting
<p>Plan writing by discussing similar writing</p> <p>Plan writing by using frames to record ideas within a given structure – use notes</p> <p>Compose sentences orally for writing</p> <p>Use paragraphs to organise writing around a theme</p> <p>Develop detail of character, plot and setting in narrative</p> <p>In non-narrative writing use headings and sub headings</p> <p>Reread writing to improve grammar and vocabulary</p> <p>Proof read writing for spelling errors</p> <p>Present writing by reading aloud using tone, intonation and volume</p>	<p><b>Develop the use of expanded noun phrases (detail before the noun) to describe and specify</b></p> <p>Use inverted commas to show dialogue</p> <p><b>Use coordinating and subordinating conjunctions to extend sentences with more than one clause</b></p> <p>Use conjunctions, adverbs and prepositions to express time, cause &amp; place</p> <p>Use a or an correctly</p> <p>Embed the four types of sentences appropriately (questions, commands, exclamations and statements)</p> <p>Use the possessive apostrophe accurately with plurals</p>	<p><b>Use diagonal and horizontal joins</b></p> <p>Know when not to join writing</p> <p>Develop consistency, quality and legibility in handwriting style</p>
Technical Vocabulary		Spelling
<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas</p>		<p>Spell words from the Year 3 and 4 spelling list</p> <p>Use a dictionary to check spellings</p> <p>Use prefixes: super; anti; auto to spell words</p> <p>To investigate and spell word families based on root words</p>



Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech



## Year 4 Writing Expectations

Writing Process	Grammar and Punctuation	Handwriting
<p>Plan writing by discussing similar writing</p> <p>Plan by recording ideas using notes and with discussion</p> <p>Write sentences choosing best words and varying sentence types</p> <p>In narrative writing develop settings, character and plot and descriptive writing considering audience and purpose</p> <p>Write using paragraphs around a theme</p> <p>In non-narrative writing use headings and subheadings</p> <p>Suggest improvements for own and others' writing</p> <p>Edit and improve grammar</p> <p>Proof read writing for spelling and punctuation</p> <p>Read writing aloud with confidence – intonation, volume, tone</p>	<p><b>Use expanded noun phrases – adjective, noun, prepositional phrase – before and after noun</b></p> <p>Use standard English forms of verbs (I done vs I did)</p> <p>Know and use a range of conjunctions to extend sentences with more than one clause</p> <p><b>Know and use fronted adverbials with a comma in writing</b></p> <p><i>Indicate speech with full range of punctuation e.g. with inverted commas, commas after reporting clause, punctuation within inverted commas etc.</i></p> <p>Use pronouns and nouns for cohesion within texts</p> <p>Use conjunctions, adverbs and prepositions to express time, cause &amp; place</p>	<p>Use diagonal and horizontal joins and know when not to join</p> <p><b>Develop consistency, quality and legibility including appropriate spacing</b></p>
<b>Technical Vocabulary</b>		<b>Spelling</b>
<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>		<p>Use a dictionary to check spellings</p> <p>Spell words from the Year 3 and 4 spelling list</p> <p>Use apostrophes for plural possession</p> <p>Understand the difference between the plural and possessive s</p>



Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>



## Year 5 Writing Expectations

Writing Process	Grammar and Punctuation
<p>When planning, identify audience and purpose for writing</p> <p>Use similar writing as a model</p> <p>Use notes to develop ideas</p> <p>In narrative writing, describing settings, character, atmosphere and integrate dialogue to convey character</p> <p>Build connections within paragraphs – then, after that, firstly, use of pronouns etc.</p> <p>Use a wide range of sentence structures.</p> <p><b>Link ideas across paragraphs – adverbials of time, or tense choices</b></p> <p>In non-narrative, use heading, bullet points , underlining depending on purpose</p> <p>Summarise longer passages</p> <p>Review and evaluate writing (their own and others), giving feedback</p> <p>Edit writing for vocabulary choices, grammar and punctuation – use a thesaurus</p> <p>Edit tense throughout</p> <p>Proof read for subject verb agreement</p> <p>Proof read for spelling</p> <p>Perform writing using intonation, volume and movement</p>	<p><b>Understand and use tense consistently in a piece of writing</b></p> <p><b>Understand and use correct subject verb agreement throughout a piece of text</b></p> <p>Use expanded noun phrases to convey complicated information concisely (detail before and after the noun)</p> <p>Understand and use modal verbs or adverbs to indicate degrees of possibility</p> <p>Understand and use adverbials of time, place and number for cohesion</p> <p>Use relative clauses – who, which, where, when, that or omitted relative pronoun</p> <p><b>Use commas to clarify meaning or avoid ambiguity</b></p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p><b>Use adverbials of time, place and number for cohesion</b></p>
Technical Vocabulary	Spelling
<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>Spell words from Year 5 and 6 word list</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use suffixes to change word type – ate, -ise, ify</p> <p>Understand and use prefixes - dis-de-mis-over- and re-</p>



Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity



## Year 6 Writing Expectations

Writing Process	Grammar and Punctuation
<p>Identify the audience and purpose before writing, and adapt accordingly</p> <p>Select appropriate grammar and vocabulary to change or enhance meaning</p> <p><b>Develop setting, atmosphere and character, including through dialogue to have effect on the reader drawing on their reading</b></p> <p>Précis longer passages</p> <p><b>Use a range of cohesive devices including grammatical connections and the use of adverbials of time, place and number for cohesion</b></p> <p>Recognise vocabulary and structures that are appropriate for formal use</p> <p>Recognise difference in informal and formal language</p> <p>Use advanced organisational and presentational devices</p> <p>Perform compositions using appropriate intonation, volume and movement</p> <p>Use a thesaurus</p>	<p><b>Use the correct tense consistently throughout a piece of writing</b></p> <p><b>Ensure correct subject and verb agreement</b></p> <p><b>Use expanded noun phrases to convey complicated information concisely</b></p> <p>Understand and use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses</p> <p>Convert nouns or adjectives into verbs</p> <p>Use passive verbs to affect the presentation of information</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Use ellipsis</p> <p>Use dashes to avoid ambiguity</p> <p>Use semi-colons, colons and dashes between independent clauses</p>
Technical Vocabulary	Spelling
<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Use a dictionary to check spelling and meaning</p> <p>Spell words from Year 5 and 6 word list</p> <p>Recognise and use spellings for homophones and other often-confused words</p>



<b>Year 6: Detail of content to be introduced (statutory requirement)</b>	
<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i> ].
<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
<b>Text</b>	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
<b>Punctuation</b>	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]