

EXPECTATIONS IN WRITING- YEAR 1

**TEXT OUTCOMES:** *(after discussion with the teacher)*

- **To compose and sequence sentences to form short narratives**

GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and clauses using “and”</li> <li>• Begin to punctuate using capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <u>some</u> words correctly by segmenting words into phonemes and representing them by graphemes</li> <li>• Make phonically plausible attempts at other words</li> <li>• Spell <u>some</u> common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters and digits 0-9</li> <li>• Form lower case letters of the correct size relative to one another in <u>some</u> of their writing</li> </ul>

EXPECTATIONS IN WRITING- YEAR 2

**TEXT OUTCOMES:** *(after discussion with the teacher)*

- **To write simple and coherent narratives about personal experiences and those of others**
- **To write about real events, recording these simply and clearly**

GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Demarcate <u>most</u> sentences with capital letters and full stops</li> <li>• Use question marks correctly</li> <li>• Use past and present tenses <u>mostly</u> correctly and consistently</li> <li>• Use coordination (<i>and, but, so</i>) and <u>some</u> subordination (<i>because, when, if</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <u>many</u> words correctly by segmenting words into phonemes and representing them by graphemes and make phonically plausible attempts at others</li> <li>• Spell <u>many</u> common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>

EXPECTATIONS IN WRITING -YEAR 3

**TEXT OUTCOMES:**

- **To write clearly structured narratives, in sections, that include character descriptions and some dialogue**
- **To begin to write for different purposes**

GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Use all KS1 punctuation <u>mostly</u> correctly; begin to use inverted commas to mark direct speech</li> <li>• Begin to use different verb tenses</li> <li>• In <u>most</u> writing, use an increasing range of sentence structures and wider range of conjunctions (e.g. <i>when, if because, although</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell correctly <u>many</u> of the words from the year 3/ year 4 spelling list</li> <li>• Use word banks/ simple dictionaries to support their spelling choices</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use the diagonal strokes needed to join letters in <u>some</u> writing</li> <li>• Increase the legibility of their writing</li> </ul>

EXPECTATIONS IN WRITING -YEAR 4

**TEXT OUTCOMES:**

- **To write coherent, fictional narratives, creating characters, settings and plot and using paragraphs to organise ideas**
- **To write for a range of purposes, using simple devices to structure the writing and support the reader (e.g. heading, sub-headings,)**

GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Begin to use devices to aid cohesion within and across sentences (e.g. pronouns, fronted adverbials)</li> <li>• Use different verb tenses , getting <u>many</u> correct</li> <li>• Use the range of punctuation taught up to Y4 <u>mostly</u> correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spell correctly <u>most</u> of the words from the year 3/ year 4 spelling list</li> <li>• Begin to check spellings in a dictionary using the first two to three letters of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal strokes needed to join letters in <u>many</u> pieces of writing</li> <li>• Write legibly</li> </ul>

EXPECTATIONS IN WRITING -YEAR 5		
<b>TEXT OUTCOMES:</b> <ul style="list-style-type: none"> <li>• <b>To write for an increasing range of purposes, showing a growing awareness of the reader</b></li> <li>• <b>To write narratives, describing settings and characters, and including speech that moves the story on or depicts character</b></li> </ul>		
GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Use vocabulary and grammatical structures that reflect what the writing requires, in <u>many</u> pieces of writing</li> <li>• Use different devices to build cohesion in paragraphs and across paragraphs (e.g. adverbials / tense choices)</li> <li>• Use verb tenses <u>mostly</u> correctly</li> <li>• Use the range of punctuation taught up to Y5 <u>mostly</u> correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spell correctly <u>many</u> of the year 5/ 6 list words</li> <li>• Use dictionaries effectively to check the spelling of words</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal strokes needed to join letters in <u>most</u> writing</li> <li>• Write legibly ,fluently and with increasing speed</li> </ul>

EXPECTATIONS IN WRITING -YEAR 6		
<b>TEXT OUTCOMES:</b> <ul style="list-style-type: none"> <li>• <b>To write effectively for a range of purposes and audiences, showing awareness of the reader</b></li> <li>• <b>In narrative- to describe settings, characters and atmosphere, and to integrate dialogue to convey character and advance the action</b></li> </ul>		
GRAMMATICAL SKILLS (see Appendix 2 of POS for full list)	SPELLING (see Appendix 1 of POS for full list)	HANDWRITING
<ul style="list-style-type: none"> <li>• Use vocabulary and grammatical structures that reflect what the writing requires <u>mostly</u> appropriately</li> <li>• Use a wide range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms, ellipsis of expected word etc.)</li> <li>• Use verb tenses consistently and correctly</li> <li>• Use the range of punctuation taught at KS2 <u>mostly</u> correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spell correctly <u>most</u> of the year 5/ 6 list words</li> <li>• Use a dictionary to check the spelling of uncommon and more ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed</li> </ul>

### **Qualifiers and examples:**

Some of the statements contain qualifiers (**'some', 'many' and 'most'**) to indicate the extent to which pupils should demonstrate the knowledge or skill required.

Where qualifiers are used, they have consistent meaning:

**'most'** indicates that the statement is generally met with only occasional errors;

**'many'** indicates that the statement is met frequently but not yet consistently;

**'some'** indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain **examples**. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements.

### **PUNCTUATION- what to teach in each year group:**

By end of year 2: capital letters, full stops, question marks, exclamation marks, to demarcate sentences; commas to separate items in a list; apostrophes for contraction and for singular possession in nouns

By end of year 3: inverted commas to punctuate direct speech

By end of year 4: use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials

By end of year 5: brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning

By end of year 6: use of the semi-colon, colon and dash to mark boundary between independent clauses; use of colon to introduce a list and use of semi colons within lists; punctuation of bullet points in lists; use of hyphens to avoid ambiguity