

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

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"> • Demarcate <u>most</u> sentences with capital letters and full stops • Use question marks correctly • Use past and present tenses <u>mostly</u> correctly and consistently 	<ul style="list-style-type: none"> • Spell <u>many</u> words correctly by segmenting words into phonemes and representing them by graphemes and make phonically plausible attempts at others 	<ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another • Use spacing between words that reflects the size of the letters



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

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"> Begin to use devices to aid cohesion within and across sentences (<i>e.g. pronouns, fronted adverbials</i>) 	<ul style="list-style-type: none"> Spell correctly <u>most</u> of the words from the year 3/ year 4 spelling list 	<ul style="list-style-type: none"> Use the diagonal strokes needed to join letters in <u>many</u> pieces of writing Write legibly



<ul style="list-style-type: none"> • Use different verb tenses , getting <u>many</u> correct • Use the range of punctuation taught up to Y4 <u>mostly</u> correctly 	<ul style="list-style-type: none"> • Begin to check spellings in a dictionary using the first two to three letters of a word. 	
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EXPECTATIONS IN WRITING -YEAR 5		
TEXT OUTCOMES: <ul style="list-style-type: none"> • To write for an increasing range of purposes, showing a growing awareness of the reader • To write narratives, describing settings and characters, and including speech that moves the story on or depicts character 		
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"> • Use vocabulary and grammatical structures that reflect what the writing requires, in <u>many</u> pieces of writing • Use different devices to build cohesion in paragraphs and across paragraphs (e.g. adverbials / tense choices) • Use verb tenses <u>mostly</u> correctly • Use the range of punctuation taught up to Y5 <u>mostly</u> correctly 	<ul style="list-style-type: none"> • Spell correctly <u>many</u> of the year 5/ 6 list words • Use dictionaries effectively to check the spelling of words 	<ul style="list-style-type: none"> • Use the diagonal strokes needed to join letters in <u>most</u> writing • Write legibly ,fluently and with increasing speed

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

