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| **End of Year Expectations in Writing**The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. |
| **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| • Write clearly demarcated sentences.• Use ‘and’ to join ideas. • Use conjunctions to join sentences (e.g. so, but). • Use standard forms of verbs, e.g. go/went. • Introduce use of: capital letters full stops question marks exclamation marks • Use capital letters for names and personal pronoun ‘I’. • Write a sequence of sentences to form a short narrative [as introduction to paragraphs]. • Use correct formation of lower case – finishing in right place. • Use correct formation of capital letters. • Use correct formation of digits. | • Use expanded noun phrases to add description and specification.• Write using subordination (when, if, that, because) and coordination (or, and, but).• Correct and consistent use of present tense & past tense. • Correct use of verb tenses. • Write with correct and consistent use of: capital letters full stops question marks exclamation marks • Use commas in a list. • Use apostrophe to mark omission and singular possession in nouns. • Write under headings.• Write lower case letters correct size relative to one another.• Show evidence of diagonal and horizontal strokes to join handwriting. | • Use conjunctions (when, so, before, after, while, because). • Use adverbs (e.g. then, next, soon). • Use prepositions (e.g. before, after, during, in, because of). • Experiment with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use inverted commas to punctuate direct speech. • Group ideas into basic paragraphs. • Write under headings and subheadings. • Write with increasing legibility, consistency and fluency. | • Vary sentence structure, using different openers. • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials. • Use apostrophe for plural possession. • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organise ideas around a theme. • Use connecting adverbs to link paragraphs. • Write with increasing legibility, consistency and fluency. | • Add phrases to make sentences more precise and detailed.• Use range of sentence openers – judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis: brackets dashes comma • Use commas to clarify meaning or avoid ambiguity. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organise into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Write legibly, fluently and with increasing speed. | • Use subordinate clauses to write complex sentences. • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation of bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person. • Write legibly, fluently and with increasing speed. |