|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |