

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y1	<p>Can write own first name with appropriate upper and lower case letters (may not be accurate). Can form most letters clearly, although size and shape may be irregular. Writes simple regular words, some spelt correctly Always leaves spaces between words Begins to make phonic attempts at words Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly. Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</p>	<p>Can show some control over letter size, shape and orientation in writing. Can say what writing says and means. Can produce own ideas for writing. Can show some control over word order producing logical statements. Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1). Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child). Can write simple texts such as lists, stories, reports, recounts (A paragraph or more). Begins to show awareness of how full stops are used in writing. (Maybe in the wrong places or only one, final full stop.)</p>	<p>Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders/use of upper and lower case are usually accurate) Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc. Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements. Can use logical phonic strategies when trying to spell unknown words in more than three statements. Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences. Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell). Proof- read to check for errors in spelling, grammar and punctuation in your own and others writing.</p>
At the end of Each term	<p>If a child is not achieving all of this at the end of autumn term then the class teacher must consider</p> <ul style="list-style-type: none"> • If they have a support plan is this area included • If they are not on the SENDS register and areas should be targeted. <p>If there are areas where the majority of children are not achieving a specific area then the class teacher must consider</p> <ul style="list-style-type: none"> • Has this been covered and if not why not • If it has been covered, has it been taught well • Does this need teaching discreetly? <p>If they have not achieved all the Autumn Term aims by the end of Spring Term and there is not a support plan in place, the teacher must look across attainment and progress in reading/phonics and maths and arrange a conversation with the SENDco as reading and writing have a huge impact on how children achieve across the curriculum therefore not putting the right support and approach in place can cause a gap to form in all areas leaving a child disadvantaged due to struggling in this one area.</p>		

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y2	<p>Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).</p> <p>Can control use of ascenders/descenders and upper/lower case letters in handwriting.</p> <p>Can write in three or more text forms or genres with reasonable accuracy.</p> <p>Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).</p> <p>Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).</p> <p>Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').</p>	<p>Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).</p> <p>Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).</p> <p>Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)</p> <p>Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.</p> <p>Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence - tick the criteria).</p> <p>Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).</p> <p>Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog..'; 'The cat's bowl...'</p>	<p>Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).</p> <p>Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing....).</p> <p>Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title - 'Big Billy Goat Gruff').</p> <p>Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).</p> <p>Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).</p> <p>Begins to show evidence of joining handwriting</p> <p>Uses past and present tenses correctly</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others writing.</p>
At the end of Each term	<p>If a child is not achieving all of this at the end of autumn term then the class teacher must consider</p> <ul style="list-style-type: none"> • If they have a support plan is this area included • If they are not on the SENDS register and areas should be targeted. <p>If there are areas where the majority of children are not achieving a specific area then the class teacher must consider</p> <ul style="list-style-type: none"> • Has this been covered and if not why not • If it has been covered, has it been taught well • Does this need teaching discreetly? <p>If they have not achieved all the Autumn Term aims by the end of Spring Term and there is not a support plan in place, the teacher must look across attainment and progress in reading/phonics and maths and arrange a conversation with the SENDco as reading and writing have a huge impact on how children achieve across the curriculum therefore not putting the right support and approach in place can cause a gap to form in all areas leaving a child disadvantaged due to struggling in this one area.</p>		

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y3	<p>Can produce work which is organised, imaginative and clear (e.g. simple opening and ending)</p> <p>Can usually join their writing</p> <p>Can use a range of chosen forms appropriately and consistently. More than narrative, recount and simple report</p> <p>Can use interesting and ambitious words sometimes</p> <p>Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief)</p> <p>Can extend sentences using a wide range of conjunctions. When, because, if, after, while, also, aswell</p> <p>Use correct grammar (nouns and verbs generally agree)</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and other writing</p>	<p>Use pronouns appropriately to avoid awkward repetition of nouns</p> <p>Can use punctuation accurately including at least 3 of following, full stop and capital letter, question mark, exclamation mark, comma, apostrophe</p> <p>Structure and organise work clearly</p> <p>Beginning to use paragraphs</p> <p>Adapt form for style and purpose (formal/informal)</p> <p>Can write neatly, legibly and accurately mainly joined</p> <p>Can use adjectives and adverbs for description</p>	<p>Can spell phonetically regular or familiar polysyllabic words accurately. and most of Y3 high frequency and words in NC appendix</p> <p>Can develop characters and describe settings, feelings and/or emotions etc.</p> <p>Can link and relate events including past, present and future sensible (afterwards, before, also, after a while, eventually)</p> <p>Can attempt to give opinion, interest or humour through detail</p> <p>Can use generalising words for style (sometimes, never always, often, mainly etc. and or modal verbs (might do, should go, could rain)</p> <p>Is beginning to develop a sense of pace (lively and interesting)</p>
At the end of Each term	<p>If a child is not achieving all of this at the end of autumn term then the class teacher must consider</p> <ul style="list-style-type: none"> • If they have a support plan is this area included • If they are not on the SENDS register and areas should be targeted. <p>If there are areas where the majority of children are not achieving a specific area then the class teacher must consider</p> <ul style="list-style-type: none"> • Has this been covered and if not why not • If it has been covered, has it been taught well • Does this need teaching discreetly? <p>If they have not achieved all the Autumn Term aims by the end of Spring Term and there is not a support plan in place, the teacher must look across attainment and progress in reading/phonics and maths and arrange a conversation with the SENDco as reading and writing have a huge impact on how children achieve across the curriculum therefore not putting the right support and approach in place can cause a gap to form in all areas leaving a child disadvantaged due to struggling in this one area.</p>		

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y4	<p>Can write in a lively and coherent style</p> <p>Can use a range of styles and genres confidently and independently</p> <p>Can use interesting and ambitious words sometimes</p> <p>Can organise ideas appropriately for both purpose and reader (captions, headings, bullet, paragraphs, logically sequence events, contextual and background info etc.)</p> <p>Can use punctuation accurately including at least 3 of following, full stop and capital letter, question mark, exclamation mark, comma, apostrophe</p> <p>Can write neatly, legibly and accurately usually maintaining a joined style</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and other writing</p>	<p>Can use more sophisticated conjunctions (e.g although, however, nevertheless, despite)</p> <p>Can use links to show time and cause</p> <p>Can open sentences in a wide range of ways for interest and impact</p> <p>Can use paragraphs although may not always be accurate</p> <p>Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction)</p> <p>Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun .. the little, old man who lived on the hill, by the lady who taught me the guitar, I felt better when)</p>	<p>Can spell unfamiliar polysyllabic words accurately and most or all of Year 4 HFW and NC appendix</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout</p> <p>Can use inverted commas mainly accurately</p> <p>Can select from a range of known adventurous vocab for a purpose, some words are particularly well chosen</p> <p>Can select interesting strategies to move a piece of writing forward. (dialogue, asides, characterisation, dialogue with the audience)</p> <p>Can advise assertively but not confrontationally in factual writing.</p> <p>Can develop ideas in creative and interesting ways.</p>
At the end of Each term	<p>If a child is not achieving all of this at the end of autumn term then the class teacher must consider</p> <ul style="list-style-type: none"> • If they have a support plan is this area included • If they are not on the SENDS register and areas should be targeted. <p>If there are areas where the majority of children are not achieving a specific area then the class teacher must consider</p> <ul style="list-style-type: none"> • Has this been covered and if not why not • If it has been covered, has it been taught well • Does this need teaching discreetly? <p>If they have not achieved all the Autumn Term aims by the end of Spring Term and there is not a support plan in place, the teacher must look across attainment and progress in reading/phonics and maths and arrange a conversation with the SENDco as reading and writing have a huge impact on how children achieve across the curriculum therefore not putting the right support and approach in place can cause a gap to form in all areas leaving a child disadvantaged due to struggling in this one area.</p>		

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y5	<p>Can produce well-structured and organised writing using a range of conventions in layout.</p> <p>Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialectic, standard English)</p> <p>In narratives, blend action, dialogue and description within and across paragraphs.</p> <p>Identify the audience and purpose, selecting the appropriate language and structures</p> <p><i>Use organisation and presentational devices eg underlining, bullet points, headings.</i></p> <p>Use different sentence structures with increasing control</p> <p>Edit own work and make improvements</p> <p>Ensure consistent subject and verb agreement.</p> <p>Can select from a wide range of know imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complete words, is almost always correct)</p> <p>Can use paragraphs consistently and appropriately</p>	<p>Create and punctuate complex sentences using 'ed' opening clauses</p> <p>Create and punctuate complex sentences using 'ing' opening clause</p> <p>Consistent and correct use of tenses throughout a piece of writing.</p> <p>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that.</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Identify and use commas, brackets to indicate parenthesis</p> <p>~Can write neatly, legibly and accurately in a flowing, joined style.</p> <p>Can adapt handwriting for a range of tasks and purposes, including for effect.</p> <p>Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile)</p> <p><i>Use expanded noun phrases to convey complicated information concisely e.g. carnivorous predators with surprisingly weak jaws and teeth.</i></p>	<p>Can spell accurately in all but the most complex words. e.g. paraphernalia, quintessential etc. and most or all of the Year 5 HFW and the Year 5 words in the NC Appendix 1</p> <p>Can use the passive voice for variety and to shift focus (e.g. the cake was eaten by the child)</p> <p>Can use a range of narrative techniques with confidence, interweaving elements when appropriate (e.g. quotation, formal or information styles, aside, observation, suspense)</p> <p><i>Use devices to build cohesion within a paragraph eg firstly, then, presently, this, subsequently.</i></p> <p>Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography)</p> <p><i>Explore collect and use modal verbs to indicate degrees of possibility eg might, could, shall, will, must</i></p> <p><i>Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, certainly, probably.</i></p>
At the end of Each term	<p>If a child is not achieving all of this at the end of autumn term then the class teacher must consider</p> <ul style="list-style-type: none"> • If they have a support plan is this area included • If they are not on the SENDS register and areas should be targeted. <p>If there are areas where the majority of children are not achieving a specific area then the class teacher must consider</p> <ul style="list-style-type: none"> • Has this been covered and if not why not • If it has been covered, has it been taught well • Does this need teaching discreetly? <p>If they have not achieved all the Autumn Term aims by the end of Spring Term and there is not a support plan in place, the teacher must look across attainment and progress in reading/phonics and maths and arrange a conversation with the SENDco as reading and writing have a huge impact on how children achieve across the curriculum therefore not putting the right support and approach in place can cause a gap to form in all areas leaving a child disadvantaged due to struggling in this one area.</p>		

Overview of expectations for English Writing

	Autumn Term	Spring Term	Summer Term
Y6	<p>Correctly spell common exception words from Years 1-6.</p> <p>Write using a joined style, maintaining legibility when writing at speed.</p> <p>Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc.</p> <p>Inverted commas/Commas for clarity/Punctuation for parentheses/Contracted forms/ Brackets/ Punctuation for direct speech/ Colons/Semi colons (GDS)</p> <p>Use active and passive voice to achieve intended effects eg formal reports, explanations and mystery narrative.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure texts for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.</p> <p>Reflect on the effectiveness of writing in relation to audience and purpose, suggesting making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>In narratives describe settings, character and atmosphere using: Similes/ Metaphors/ Range of openers/ Appropriate vocabulary/ Prepositions/ Expanded noun phrases/ personification pathetic fallacy</p> <p>Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader (1st person diary, direct address in persuasive writing)</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the actions eg 'Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, 'It's not fair'.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires mostly using: Contracted forms/ Active/passive verbs/ Modal verbs/ Sentence structure/ Appropriate vocabulary</p> <p>Use a range of devices to build cohesion using: Conjunctions/ Adverbials (narrative)/ Adverbials (non-fiction)/ Pronouns/ Synonyms.</p> <p>To use correct verbs tenses consistently and correctly throughout writing</p>		See teacher assessment frameworks