

## Writing

### End of Year Expectations

Year Group	VGP	Writing Process	Spelling/Handwriting
Y R	<ul style="list-style-type: none"> <li>starts sentences with a capital letter</li> <li>ends sentences with a full stop.</li> <li>spells tricky words (linked to L + S)</li> <li>spells some CVC, CCVC and CVCC words accurately.</li> <li>makes phonetically plausible attempts at new words</li> </ul>	<ul style="list-style-type: none"> <li>writes own name</li> <li>writes two or more sentences on the same subject (linked to range of writing)</li> <li>writes labels and captions</li> </ul>	Spelling - as National Curriculum requirements Handwriting-as National Curriculum requirements. Also see Handwriting Policy
Y 1	<ul style="list-style-type: none"> <li>writes a sentence that makes sense using capital letters and full stops.</li> <li>uses 'and' to join words and clauses</li> <li>sequences sentences to form short narratives</li> <li>uses capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> <li>begins to use question marks and exclamation marks in writing</li> <li>uses some descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>writes short narratives based on real and fictional experiences</li> <li>uses a simple plan (eg. storyboard, flowchart)</li> <li>re-reads own writing to check for sense</li> <li>makes simple changes to writing where suggested</li> <li>reads aloud own writing clearly enough to be heard by peers and the teacher</li> </ul>	
Y 2	<ul style="list-style-type: none"> <li>demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</li> <li>use coordination (eg. Or/and/but) and some subordination (eg. When/if/that/because) to join clauses</li> <li>writes different types of sentences (questions/commands/exclamations)</li> <li>uses past and present tense correctly incl. progressive form (eg. She is doing a funny walk./The team are winning./I was sitting in a taxi./I had some glasses.)</li> <li>uses a range of punctuation (capital letters/full stops/ question marks/exclamation marks/ commas in lists/ apostrophe for contraction and for singular possession)</li> <li>uses expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>develops stamina to write at increasing length</li> <li>writes simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>writes about real events, recording these simply and clearly</li> <li>segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> </ul>	<ul style="list-style-type: none"> <li>spells many common exception words from KS1 programmes of study.</li> <li>forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>uses spacing between words that reflects the size of the letters</li> </ul> Spelling - as National Curriculum requirements Handwriting-as National Curriculum requirements. Also see Handwriting Policy
Y 3	<ul style="list-style-type: none"> <li>uses pronouns to avoid repetition</li> <li>uses 'a' and 'an' appropriately</li> <li>understands main clauses</li> <li>expresses time, place and cause using conjunctions (eg. While/before/after/while/so/because), adverbs (eg.</li> </ul>	<ul style="list-style-type: none"> <li>begins to use paragraphs to group related material</li> <li>Uses headings and sub-headings to aid presentation</li> <li>Learns about how writing should be structured</li> </ul>	Spelling - as National Curriculum requirements Handwriting-as National Curriculum

	<ul style="list-style-type: none"> <li>• Then/next/soon/therefore), prepositions (eg. before/after/during/in)</li> <li>• begins to understand subordinate clauses</li> <li>• uses a range of punctuation including apostrophe for singular possession and inverted commas for speech/begins to use apostrophe for plural possession</li> <li>• uses the present perfect form of verbs instead of simple past (eg. He has given his book to Tom./They have helped him.)</li> <li>• uses</li> </ul>	<ul style="list-style-type: none"> <li>• from texts similar to those they are planning to write.</li> <li>• Proof reads for spelling, grammar and punctuation errors</li> </ul>	<p>requirements. Also see Handwriting Policy</p>
Y 4	<ul style="list-style-type: none"> <li>• Uses fronted adverbials and subordinated clauses which are correctly punctuated using commas</li> <li>• Uses apostrophes for singular and plural possession</li> <li>• Understands difference between plural and possessive 's'</li> <li>• Uses noun phrases expanded by modifying adjectives, nouns and prepositional phrases</li> <li>• Uses Standard English</li> <li>• Punctuates direct speech, using comma after reporting clause and new speaker, new line</li> <li>• Identifies parts of speech (eg. possessive pronouns/determiners)</li> <li>• Uses a wider range of conjunctions in an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate choice of pronoun/noun within and across sentences</li> <li>• Creates settings, character and plot in narratives</li> <li>• Writes non-narratives using appropriate organisational devices.</li> <li>• Organises paragraphs around a theme</li> </ul>	
Y 5	<ul style="list-style-type: none"> <li>• Uses relative clauses with/without a relative pronoun</li> <li>• Uses modal verbs and adverbs to indicate degrees of possibility</li> <li>• Uses brackets, dashes and commas to indicate parenthesis</li> <li>• Uses commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Links ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• Proof reads own work for spelling and punctuation errors</li> <li>• Identifies audience for, and purpose of, the writing, selecting appropriate form and uses similar writing as models</li> <li>• Uses devices to build cohesion both within and across paragraphs</li> </ul>	<p>Spelling - as National Curriculum requirements Handwriting-as National Curriculum requirements. Also see Handwriting Policy</p>

<p>Y 6</p>	<ul style="list-style-type: none"> <li>• Colons, semi colons and dashes to mark boundaries between independent clauses</li> <li>• Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• Writes for a range of audiences and purposes</li> <li>• Ensures the consistent and correct use of tense throughout a piece of writing</li> <li>• Uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</li> <li>• Condenses longer passages appropriately</li> <li>• Proof reads writing for a wider audience to ensure accuracy of punctuation and spelling</li> </ul>	<p>Spelling - as National Curriculum requirements Handwriting-as National Curriculum requirements. Also see Handwriting Policy</p>
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