

Cambois Primary School.

Writing Expectations.

|  |  |  |
| --- | --- | --- |
|  | **Year Group: Reception** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Handwriting |  |  |
| Composition | * Write simple sentences which can be read by themselves and others (ELG)
 |  |
| Punctuation/ Grammar |  |  |
| Spelling | -Use phonic knowledge to write words in ways which match spoken sounds. (ELG)-Some words are spelt correctly and other are phonetically plausible (ELG)-Write some common irregular words (ELG) |  |

|  |  |  |
| --- | --- | --- |
| **Subject: Writing** | **Year Group: Year 1** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Handwriting | --Form capital letters.-Understand which letters belong to which handwriting families (ie letters that are formed in similar ways) and to practise these. | - Begin to form lower case letters in the correct direction starting and finishing in the correct place. - Form digits 0-9-Sit correctly at the table, holding a pencil comfortably and correctly.  |
| Composition | -Plan writing – say out loud what they are going to write about-Read aloud their writing clearly enough to be heard by their peers and their teacher | -Drafting in writing – compose a sentence orally before writing-Sequence sentences to form short narrative-Reread what they have written to check it makes sense-Discuss what they have written with the teacher or other pupils-Reread aloud what they have written |
| Punctuation/ Grammar | -Sentence structure – how words can combine to make sentences-Sentences structure – joining words and joining clauses using and |
| -Text structure – sequencing sentences to form short narratives |
| --Punctuation – Separation of words with spaces-Punctuation – Capital letters for names and the personal pronoun I- Punctuation – Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. |
| -Terminology – word, sentence, letter, capital letter, full stop, -punctuation, singular, plural, question mark, exclamation mark |
| Spelling | -Spell words containing all of the 40+ phonemes already taught.-spell common exception words: if, pal, us, bus, yes, rich, which, much, such-spell days of the week-name the letters of the alphabet; name in order, use letter names to distinguish between alternative spellings or same sounds - add prefixes and suffixes; s/ es, un-, ing, ed, er, est (where no changes are needed to the route word)- write from memory simple sentences dictated by the teacher |
| Revision- all 40+ grapheme- phoneme correspondences- the process of segmenting spoken words into sounds before choosing graphemes to represent sounds-words with adjacent consonants-rules and guidelines which have been taught-vowel digraphs |
| Sounds- f, l , s, z, spelt ff, ll, ss, zz and ck- n sounds spelt n before k- Division of words into syllables-tch-the v sound at the end of words-adding s and es to words-Adding endings ing, ed, er to verbs where no change is needed to root word-Vowel digraphs and trigraphs; ai, oi, ay, oy, a-e, e-e, i-e, o-e,u-e, ar, ee, ea, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are- word endings in y- new consonant spellings ph and wh- using k for the k sound- compound words.common exception words-adding prefix un |

|  |  |  |
| --- | --- | --- |
| **Subject: Writing** | **Year Group: Year2** |  |
| **Strand** | **Non-negotiable** |
| Handwriting | -Form lower case letters of the correct size relative to one another-start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined-write capitals of the correct size, orientation and relationship to one another and to lower case letters-use spacing between words that reflects the size of the letters |
| Composition | -Develop positive attitudes towards and stamina for writing by writing:narratives about personal experiences and those of others (real and fictional)about real eventspoetryfor different purposes-Plan writing – say out loud what they are going to write about sentence by sentences; write down ideas and/or key words, including new vocabMake simple additions, revisions and corrections: - evaluate their writing with the teacher or others - Reread to check it makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form - Proof – read to check for errors in spelling, grammar and punctuations. - Read aloud their writing with appropriate intonation to make the meaning clear.  |
| Punctuation/ Grammar | Sentence structure- Subordination (using when, if, that, because) and co-ordination (using or, and or but)-Expand noun phrases for description and specification (e.g. the blue butterfly)-How the grammatical patterns in a sequence indicate its function as a statement, question, exclamation or command. |
| Text structure-Correct choice and use of past and present tense-Use the progressive form of verbs in the present and past tense to mark actions/progress. |
| Punctuation-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. - Apostrophes to mark where letters are missing in spelling and mark singular possession in nouns. |
| Terminology-noun, noun phrase-statement, question, exclamation, command- compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma. |
| Spelling | Objectives-spell by segmenting words into phonemes and representing by graphemes, spelling many correctly-learn new ways of spelling phonemes for which one or more spellings are correctly known -Common exception words; being, the letter x is never doubled: mixing, mixed, boxer, sixes, argument, root words ending in y with a consonant before it but only if the root word has more than one syllable. - words with contracted forms (can’t etc)-Distinguish between homophones an near homophones-Add suffixes to spell longer words –ment, -ness, -ful and –less-Write from memory simple dictated sentences including taught words and punctuation- the sound spelt –ge and –dge at the end of words, and sometimes spelt as –g elsewhere in words before e, I and y |
| Sounds- –ge, -dge,(as above)- s sound spelt c before e, I and y-The n sounds spelt kn (and less often (gn at the beginning of words. -The r soud spelt wr at the beginning of words- The – le sound at end of words-Sound spelt el at the end of words-al at the end of words--il, -y, at end of words-adding –es to nouns and verbs ending in y- adding –ed, -ing, -er, -est to a route word ending in y with a consonant before it-adding the same endings above + - y, -ing, -er, est, -y to words ending in –e with a consonant before it- adding – y, -ing, -er, -est, -y to words of one syllable ending in a single –consonant letter after a single vowel letter. - spell ‘or’spelt a before l and ll-the ‘u’ sound spelt o-the ‘e’ sound spelt ey-the ‘o’ sound spelt a after w or qu-the ‘er’ sound spelt or after w-the ‘or’ sound spelt ar after w-the sound spelt s as in television / treasure-suffixes – ment, ness, ful, less, ly-contractions-possessive apostrophe-words ending in tion-Homophones and near homophones |
|  |  |
| **Subject: Writing** | **Year Group: Year3** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Handwriting | .Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another are best left unjoined. -Increase the legibility, consistency and quality of their handwriting. |  |
| Composition | Plan their writing: * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar (use models)
* Discuss and record ideas
 |  |
| Draft and write: - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * In non-narrative material use simple organisational devices
 | Organise paragraphs around a theme in narratives to create settings, characters and plot. |
| Evaluate and edit - Assess the effectiveness of their own and others writing and suggest improvements- Propose changes to grammar and vocab to improve consistency including the accurate use of pronouns in sentences-Read aloud their own writing to a group or whole class, using appropriate intonation, controlling the tone and volume.  | Proof read for spelling and punctuation errors |
| Punctuation/ Grammar | Sentence structure- Express time, place and cause using conjunctions, adverbs or prepositions-Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel |
|  -Use headers and subheadings to aid presentation-To use the present perfect form of verbs instead of the simple past- Introduce paragraphs as a way to group related material |
| Punctuation-Introduce inverted commas to punctuate direct speech |
| Terminology-Word family, conjunction, preposition, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) |
| Spelling | - Can spell words from year 3 / 4 word list | Objectives-Spell further homophones-Adding suffixes beginning with vowel letters to words of more than one syllable-The sound spelt y elsewhere than at the end of words ( y as I i.e. Egypt, pyramid)- The sound spelt ou (u as in young )-Prefixes: un, dis, mis, in. (negative meanings ), ir, re, sub, inter, super, anti, auto- Suffixes: ation, ly, sure, ture, sion, ous, - Endings that sound like: tion, sion, ssion, cian -Words with k sound spelt ch-Words with the sh sound spelt ch-words with the g sound spelt gue-Words with the k sound spels que-Words with the s sound spelt sc-Words with the ai sound spelt ei, eigh, or ey-Possessive apostrophes with plural words-Homophones and near homophones |
|  | Revision- Pay special attention to the rules of adding suffixes |

|  |  |  |
| --- | --- | --- |
| **Subject: Writing** | **Year Group: Year4** |  |
| **Strand** | **Non-negotiable** |
| Handwriting | .Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another are best left unjoined. -Increase the legibility, consistency and quality of their handwriting. |
| Composition | Plan their writing: * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar (use models)
* Discuss and record ideas
 |
| Draft and write: - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme in narratives to create settings, characters and plot.
* In non-narrative material use simple organisational devices
* Write from memory simple sentences dictated by the teacher
 |
| Evaluate and edit - Assess the effectiveness of their own and others writing and suggest improvements- Propose changes to grammar and vocab to improve consistency including the accurate use of pronouns in sentences- Proof read for spelling and punctuation errors-Read aloud their own writing to a group or whole class, using appropriate intonation, controlling the tone and volume.  |
| Punctuation/ Grammar | Sentence structure- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. “the teacher” expanded to “the strict maths teacher with curly hair”-Fronted adverbials (for examples later that day, I heard the bad news)-Standard English forms for verb inflections instead of local spoken forms |
| Text structure-Use paragraphs to organise ideas around a theme-Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. |
| Punctuation-Use of inverted commas and other punctuation to indicate direct speech-Apostrophes to mark plural possession-Use of commas after fronted adverbials |
| Terminology* Determiner, pronouns, possessive pronoun, adverbial
 |
| Spelling | Objectives-Spell further homophones-Adding suffixes beginning with vowel letters to words of more than one syllable-The sound spelt y elsewhere than at the end of words ( y as I i.e. Egypt, pyramid)- The sound spelt ou (u as in young )-Prefixes: un, dis, mis, in. (negative meanings ), ir, re, sub, inter, super, anti, auto- Suffixes: ation, ly, sure, ture, sion, ous, - Endings that sound like: tion, sion, ssion, cian -Words with k sound spelt ch-Words with the sh sound spelt ch-words with the g sound spelt gue-Words with the k sound spels que-Words with the s sound spelt sc-Words with the ai sound spelt ei, eigh, or ey-Possessive apostrophes with plural words-Homophones and near homophones- Can spell words from year 3 / 4 word list |
| Revision- Pay special attention to the rules of adding suffixes |

|  |  |  |
| --- | --- | --- |
| **Subject: Writing** | **Year Group: Year5** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Handwriting | -Write legibly, fluently and with increasing speed-Choose which shape of the letter to use when given choices and deciding whether or not to join specific letters-Choose the right implement suitable for a task |  |
| Composition | Plan-Noting and developing initial ideas, drawing on reading and research where necessary-In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (looking at models before writing!) | -Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing models for their own |
| Draft and Write-Select appropriate grammar and vocab, understand how choices can change and enhance meaning-In narratives, integrate dialogue to convey character and advance the action-precising longer passages- using a wide range of devises to build cohesions within and across paragraphs | - Use further organisational and presentational devices to structure texts and to guide the reader (e.g. headings, bullet points and underlining)- Describe settings, characters and atmosphere |
| Evaluate and Edit-Evaluate effectiveness of own and other writing-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register-perform their own compositions using appropriate intonation, volume and movement.  | -Proof read for spelling and punctuation errorsEnsure consistent and correct use of tense |
| Punctuation/ Grammar |  | Sentence structure-Relative clauses beginning with who, which, where, when, who’s, that- Indicating degrees of possibility using adverbs-Using model verbs |
| - Link in ideas across paragraphs using adverbials of time, place and number or tense choices | Text structure-Use devices to build cohesion within a paragraph (eg then, after that, firstly, this) |
|  | Punctuation-Brackets, dashes or commas to indicate parenthesis - use of commas to clarify meaning and avoid ambiguity |
|  | Terminology-modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| Spelling | - Can spell word list 5/6 | Objectives-Endings of : cious, tious, cial, tial, ant, ance, ancey, ent, ence, ency, able, ible, ably,ibly-Suffixes beginning with vowel letters to words ending in –fer - Convert nouns or adjectives into verbs using suffixes-Use of the hyphen- Learning ‘I before e except after c’ rule and exceptions- Words containing the letter string ough- Words with silent letters.- Homophones and other words that are often confused |

|  |  |  |
| --- | --- | --- |
| **Subject: Writing** | **Year Group: Year6** |  |
| **Strand** | **Non-negotiable** |
| Handwriting | -Write legibly, fluently and with increasing speed-Choose which shape of the letter to use when given choices and deciding whether or not to join specific letters-Choose the right implement suitable for a task |
| Composition | Plan-Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing models for their own-Noting and developing initial ideas, drawing on reading and research where necessary-In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (looking at models before writing!) |
| Draft and Write-Select appropriate grammar and vocab, understand how choices can change and enhance meaning-In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action-precising longer passages- using a wide range of devises to build cohesions within and across paragraphs- Using further organisational and presentational devices to structure texts and to guide the reader (e.g. headings, bullet points and underlining) |
| Evaluate and Edit-Evaluate effectiveness of own and other writing-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning-Ensure consistent use of tense throughout a piece of writing-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register-Proof read for spelling and punctuation errors-perform their own compositions using appropriate intonation, volume and movement.  |
| Punctuation/ Grammar | Sentence structure-Use of passive to effect the presentation of information in a sentence (passive/ active voice)- The difference between structure typical of informal speech and structures appropriate of formal speech and writing.  |
| Text structure-Linking ideas across paragraphs using a wide range of cohesive devices:Repetition of a word or phrasesGrammatical correctionsEllipsis-Understanding of layout devices eg headings, subheadings, columns, bullets, tables |
| Punctuation-Use of semicolon, colon, and dash to mark the boundary between independent clauses-Use of the colon to introduce a list and use of semi colons within lists-Punctuation of bullet points to list information-How hyphens can be used to avoid ambiguity  |
| Terminology* Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
 |
| Spelling | Objectives-Endings of : cious, tious, cial, tial, ant, ance, ancey, ent, ence, ency, able, ible, ably,ibly-Suffixes beginning with vowel letters to words ending in –fer -use of the hyphen- Learning I before e except after c rule and exceptions- Words containing the letter string ough- Words with silent letters.- Homophones and other words that are often confused- Can spell word list 5/6 |