

Cambois Primary School.

Writing Expectations.

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|  | **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) |  |

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| **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 | |

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| **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 events poetry for 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 vocab  Make 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 | | | |
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| **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 |

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| **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 | |

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| **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 errors  Ensure 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 |

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| **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 phrases Grammatical corrections Ellipsis -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 | |