

St Bede's Primary School

Writing End of Year Expectations by Year Group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition			<p>Context for Writing</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<p>Context for Writing</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar 	<p>Context for Writing</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar 	<p>Context for Writing</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Context for Writing</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	<p>Planning Writing</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • holding a sentence in their head or say out loud before writing • with support choose what to write about, and follow it through 	<p>Planning Writing</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<p>Planning Writing</p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<p>Planning Writing</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p>Planning Writing</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p>Planning Writing</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<p>Planning Writing</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
	<p>Drafting Writing</p> <p>Draft and write by beginning to:</p> <ul style="list-style-type: none"> • sequence sentences to form short narratives • convey information and ideas in simple non-narrative forms • write simple phrases and sentences that can be read by others • use 'story language' e.g. 'Once upon a time' and 'Happily ever after'. 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence. 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • beginning to organise paragraphs around a theme to group related material • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices: e.g. paragraphs, headings and sub-headings to aid presentation 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • use of paragraphs to organise ideas around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices: e.g. paragraphs, headings and sub-headings to aid presentation 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<p>Drafting Writing</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

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Composition							<ul style="list-style-type: none"> • précising longer passages • using a range of devices to build cohesion within a paragraph, e.g. then, after that, this, firstly • linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choices (e.g. he <i>had</i> seen her before) • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, underlining, columns, bullet points or tables]. 	<ul style="list-style-type: none"> • précising longer passages • linking ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>), and ellipsis • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, underlining, columns, bullet points or tables].
	Evaluating and Editing Writing	<ul style="list-style-type: none"> • re-read their own work and, begin to recognise if it makes sense 	Evaluating and Editing Writing Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discussing what they have written with the teacher or other pupils 	Evaluating and Editing Writing Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly 	Evaluating and Editing Writing Evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences to aid cohesion and avoid repetition • Proof-reading for spelling and punctuation errors 	Evaluating and Editing Writing Evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns within and across sentences to aid cohesion and avoid repetition • Proof-reading for spelling and punctuation errors 	Evaluating and Editing Writing Evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-reading for spelling and punctuation errors. 	Evaluating and Editing Writing Evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-reading for spelling and punctuation errors.
			Performing Writing Reading aloud their writing clearly enough to be heard by their peers and the teacher.	Performing Writing Reading aloud what they have written with appropriate intonation to make the meaning clear.	Performing Writing Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Performing Writing Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Performing Writing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Performing Writing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Transcription Spelling and Handwriting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Phonic & Whole Word Spelling</p> <ul style="list-style-type: none"> spell words by identifying sounds in them and representing the sounds with a letter or letters 	<p>Phonic & Whole Word Spelling</p> <p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week. <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. <p>Other word building spelling:</p> <ul style="list-style-type: none"> Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Add prefixes using the prefix un- Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest. Apply simple spelling rules and guidance, as listed in English Appendix 1 – Spelling. <p>Transcription</p> <p>Write from memory simple sentences dictated by the teacher that incl. words using the GPCs and common exception words taught so far.</p>	<p>Phonic & Whole Word Spelling</p> <p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words <p>Other word building spelling:</p> <ul style="list-style-type: none"> learning the possessive apostrophe (singular) e.g. the girl's book learning to spell more words with contracted forms distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -er, -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidance, as listed in English Appendix 1 – Spelling. <p>Transcription</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Phonic & Whole Word Spelling</p> <ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (English Appendix 1). <p>Other word building spelling:</p> <ul style="list-style-type: none"> Use further prefixes (e.g. super-, anti-, -auto) and suffixes and understand how to add them (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary. <p>Transcription</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Phonic & Whole Word Spelling</p> <ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (English Appendix 1). <p>Other word building spelling:</p> <ul style="list-style-type: none"> Use further prefixes (e.g. super-, anti-, -auto) and suffixes and understand how to add them (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary. <p>Transcription</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Phonic & Whole Word Spelling</p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. <p>Other word building spelling:</p> <ul style="list-style-type: none"> Use further prefixes (dis-, de-, mis-, over- and re-) and suffixes (-ate, -ise, -ify) and understand the guidelines for adding them Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<p>Phonic & Whole Word Spelling</p> <ul style="list-style-type: none"> Spell some words with 'silent' letters: e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. <p>Other word building spelling:</p> <ul style="list-style-type: none"> Use further prefixes (dis-, de-, mis-, over- and re-) and suffixes (-ate, -ise, -ify) and understand the guidelines for adding them Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription Spelling and Handwriting	<p>Handwriting</p> <ul style="list-style-type: none"> hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases write recognisable letters, most of which are correctly formed write recognisable digits and capital letters most of which are correctly formed. 	<p>Handwriting</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting</p> <ul style="list-style-type: none"> 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 capital letters and digits 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. 	<p>Handwriting</p> <ul style="list-style-type: none"> 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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Handwriting</p> <ul style="list-style-type: none"> 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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Handwriting</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>Handwriting</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.
Grammar Vocabulary and Punctuation	<p>Vocabulary</p> <ul style="list-style-type: none"> begin to join words with ‘and’ e.g. fish and chips 	<p>Vocabulary</p> <p>Join words and clauses using <i>and</i></p>	<p>Vocabulary</p> <p>Use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using clauses and subordinate clauses Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Expressing time, place and cause using: <ul style="list-style-type: none"> conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) prepositions (before, after, during, in, because of). 	<p>Vocabulary</p> <ul style="list-style-type: none"> Using clauses and subordinate clauses Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Vocabulary</p> <ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility 	<p>Vocabulary</p> <ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out – discover; ask for – request; go in – enter Understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little

Grammar Vocabulary and Punctuation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Grammar</p> <ul style="list-style-type: none"> use capital letters for own name and personal pronoun 'I' 	<p>Grammar</p> <ul style="list-style-type: none"> Learn the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 when discussing their writing. How words can combine to make sentences 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Using sentences with different forms: statement, question, exclamation, command Using the present and past tenses correctly and consistently throughout writing Use of the progressive form to mark actions in progress, e.g. she is drumming, he was shouting Use subordination (using when, if, that, or because) and co-ordination (using or, and, but). Using some features of written Standard English. Using suffixes to form adjectives (-ful, -less) Using suffixes to form nouns (-er, -ness) Use of suffixes -er and -est in adjectives and the use of -ly to turn adjectives into adverbs Using proper nouns Formation of nouns by compounding (e.g. whiteboard, superman) Using capital letters, full stops, question marks and exclamation marks to demarcate sentences Using commas to separate items in a list Using apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning the grammar for year 3 in English Appendix 2 Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading Using the present perfect form of verbs in contrast to the past tense, e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> Form nouns using a range of prefixes (super-, anti-, auto-). Use of the forms <i>a</i> or <i>an</i> according to whether the next word starts with a consonant or a vowel, e.g. an owl, a box. Identify word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble) 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning the grammar for year 4 in English Appendix 2 Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Using the present perfect form of verbs in contrast to the past tense, e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> Using fronted adverbials, e.g. <i>Later that day</i>, I heard the bad news Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Understanding the grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>I did</i> instead of <i>I done</i>) Using conjunctions, adverbs and prepositions to express time, cause and place 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning the grammar for year 5 in English Appendix 2 Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy Verb prefixes: e.g. dis-, de-, mis-, over-, re- 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning the grammar for year 6 in English Appendix 2 using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Understanding the difference between structures typical of informal speech and writing and structures appropriate for formal speech and writing [for e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of the subjunctive form e.g. <i>If I were</i> or <i>Were they</i> to come in very formal writing and speech] Using passive verbs to affect the presentation of information in a sentence, e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Vocabulary and Punctuation	<p>Punctuation</p> <ul style="list-style-type: none"> leave spaces between words. 	<p>Punctuation</p> <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> Use both familiar and new punctuation correctly, including capital letters, full stops, question marks and exclamation marks to demarcate sentences Using commas to separate items in a list Using apostrophes for contracted forms and to mark singular possession in nouns. 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> Using and punctuating direct speech with inverted commas. 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> Using and punctuating direct speech with inverted commas and other punctuation, e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns (e.g. the girls' names). 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis. 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> Using hyphens to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i> Using semi-colons, colons or dashes to mark boundaries between independent clauses, e.g. <i>It's raining; I'm fed up</i> Using a colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Use ellipsis to avoid repetition and aid cohesion.
Grammatical Terminology	letter, capital letter, word, sentence, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Text in blue – Schofield & Sims Grammar coverage