

Achieving age-related expectations in Writing Yr 1- 6

Fluency – Clarity – Accuracy – Coherence

Year 1		WRITING					
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 1	• Spell words containing each of the 40+ phonemes already taught • Spell common exception words that have been taught • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use –ing and –ed, where no change is needed in the spelling of root words	• 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 practise these.	• Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	• Has an awareness that ideas can be organised into a sequence	• Compose a sentence orally before writing it • Write a simple sentence starting with a personal pronoun • Write a simple sentence starting with a noun/proper noun	• Leave spaces between words • Use capital letter for names • Use capital letter for the personal pronoun ‘I’ • Begin to punctuate sentences using a capital letter and a full stop • Join words using ‘and’
	Phase 2	• Spell the days of the week • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Begin to spell words using contracted forms		• Select basic ideas and content linked to the purpose of a task • Re-read what they have written to check that it makes sense	• Sequence sentences to form short narratives	• Write a simple sentence with straight forward subject/ verb agreement	• Begin to punctuate sentences using a question mark • Join clauses using ‘and’ • Use a capital letter for days of the week •
	Phase 3	• Can use the prefix un– • Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		• Use simple prepositions	• Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	• Write reliably formed simple and compound sentences	• Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>

Year 2		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly - Spell by learning new ways of spelling phonemes for which one or more spellings are already known - Spell common homophones - Spell common exception words taught so far - Add suffixes to spell longer words, including –ly	- Form lower-case letters of the correct size relative to one another - 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	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - Re-read to check that writing makes sense e.g. verb tense	- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence - Use brief opening and ending - Appropriately sequences ideas	- Write questions (beginning with who/ what/ when/ where/ how etc) - Write statements	- Use capital letters, full stops, question marks and exclamation to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use the present and past tenses correctly and consistently - Use –ly to turn adjectives into adverbs – slow/ slowly
	Phase 2	- Use the possessive apostrophe (singular) - Add suffixes to spell longer words, including –ful, –less (to create adjectives) - Spell more words with contracted forms - Distinguish between homophones and near-homophones	Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	- Proof-read to check for errors in spelling, grammar and punctuation - Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience - Use adventurous vocabulary appropriate to task	Link related sentences through the use of pronouns and adverbials where appropriate	Write commands using the imperative form of a verb	- Use subordinating conjunctions (when/ if /that /because) - Use commas to separate items in a list - Use apostrophes to mark where letters are missing in spelling - Use the suffixes –er, -est, in adjectives
	Phase 3	- Add suffixes to spell longer words –ment, –ness - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		Use a range of prepositions (behind, before, above, along)		Use sentences with different forms: statement, question, exclamation, command	- Use the progressive form correctly and consistently e.g he was shouting. - Use apostrophes to mark singular possession in nouns - Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

Year 3		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell words that are often misspelt (English Appendix 1) - Use the first two or three letters of a word to check its spelling in a dictionary	- 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	- Writing is clear in purpose - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - When planning, discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	- Organise writing into logical chunks and write a coherent series of linked sentences for each - Select nouns and pronouns to provide clarity for the reader - Use simple organisational devices, e.g. headings and subheadings	- Draft and write an increasing range of sentence structures (simple and compound) - Use some variation in sentence types (statement/ command/ question/ exclamation)	- Use conjunctions to express time, place and cause - Use adverbs and prepositions to express time, place and cause - Use inverted commas to punctuate direct speech - Know when to use 'a' and 'an' - Proof-read for spelling and punctuation errors - Use irregular simple past-tense verbs e.g. awake / awoke
	Phase 2	- Form nouns using prefixes e.g. super, anti, auto - Spell further homophones and understand their meanings		- In narratives, creates settings, characters and plot - Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'	- Organise paragraphs around a theme - Vary nouns and pronouns to avoid repetition	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)	- Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play - Indicate possession by using the possessive apostrophe with plural nouns - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Phase 3	- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation	Uses varied nouns and pronouns for cohesion		- Use fronted adverbials - Use commas after fronted adverbials - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>

Year 4		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones - Spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' 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	- 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 - Is able to maintain fluency of writing and has sufficient stamina for typical written tasks	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Plan their writing by discussing and recording ideas - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements - In narratives, creates settings, characters and plot - Writing is clear in purpose - Use a varied and rich vocabulary	- Non-narrative material uses simple organisational devices - Organise paragraphs around a theme - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions, adverbs and prepositions to express time and cause for cohesion	- Compose and rehearse sentences orally (including dialogue) - Use an increasing range of sentence length and structure - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair - Understand the difference between plural and possessive -s - Proof-read for spelling and punctuation errors - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Phase 2	Plural nouns of words ending in 'o'.	- Can correctly join letters in accordance with the school's agreed style - Increase the legibility, consistency and quality of their handwriting	- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)	- Openings and closings are clearly signalled and well developed - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences		- Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials followed by a comma - Use the present perfect form of verbs in contrast to the past tense - Indicate possession by using the possessive apostrophe with plural nouns
	Phase 3	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Use figurative language such as similes, alliteration to build a picture in the readers head			Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i>

Year 5		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		- 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 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Evaluate and edit by assessing the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Use expanded noun phrases to convey complicated information concisely - Use a range of devices to build cohesion within and across paragraphs	- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining - Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences	- Make deliberate choices of sentence length and structure for impact on the reader - Fronted prepositional phrases for greater effect - Throughout the stormy winter ... - Far beneath the frozen soil ...	- Proof-read for spelling and punctuation errors - Use relative clauses beginning with who, which, where, when, whose, that - Use commas to clarify meaning or avoid ambiguity in writing - Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' - Ensure correct subject and verb agreement when using singular and plural - Use brackets, dashes or commas to indicate parenthesis
	Phase 2	- Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' - Spell some words with 'silent' letters	Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	- In narratives, describe settings, characters and atmosphere - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Use figurative language such as similes, alliteration, metaphors and personification in poetry	- Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) - Linking ideas across paragraphs through tense choice (he had seen her before)	- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports - Use a wide range of clause structures, sometimes varying their position within the sentence	- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Ensure the consistent and correct use of tense throughout a piece of writing - Use a colon to introduce a list
	Phase 3	Continue to distinguish between homophones and other words which are often confused		- Editing sentences by either expanding or reducing for meaning and effect - Content is balanced e.g. between action/ description/ dialogue, fact and comment	Use a wide range of devices to build cohesion within paragraphs		Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>

Year 6		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
	Phase 1	- 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 - Use dictionaries to check the spelling and meaning of words - Use a thesaurus - Recognise how words are related by meaning as synonyms and antonyms	- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	- Note and develop initial ideas, drawing on reading and research where necessary - Identify the audience for and purpose of the writing - Select the appropriate form and use other similar writing as models for their own - Evaluate and edit by assessing the effectiveness of their own and others’ writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision - Use range of devices to build cohesion within and across paragraphs - Select language that shows good awareness of the reader - Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter	- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables - Draft and write by using a wide range of devices to build cohesion within paragraphs - Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	- Use a wide range of clause structures, sometimes varying their position within the sentence - Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken - Use the structures typical of informal speech e.g. the use of question tags: He’s your friend, isn’t he? - Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I <u>were</u> or <u>Were</u> <u>they</u> to come	- Proof-read for spelling and punctuation errors - Ensure the consistent and correct use of tense throughout a piece of writing - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Use correct subject and verb agreement when using singular and plural - Use brackets, dashes or commas to indicate parenthesis - Use a colon to introduce a list - Use a semi colon within lists - Use semi colons, colons or dashes to mark boundaries between independent clauses - Use hyphens to avoid ambiguity
	Phase 2	- Use further prefixes and suffixes and understand the guidance for adding them - Spell some words with ‘silent’ letters		- In narratives, describe settings, characters and atmosphere - Integrate dialogue to convey character and advance the action - Use figurative language such as similes, alliteration, metaphors and personification in a range of writing - Select verb forms for meaning and effect e.g. deliberate change of tense - Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this			- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Punctuate bullet points consistently
		Phase 3	Continue to distinguish between homophones and other words which are often confused		Select synonyms accurately for effect rather than as an alternative for an original word		