

End of Year Expectations Writing

Year	End of Year Expectations
Reception	<p>Use phonic knowledge to write words in ways, which match children's spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences, which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
Year 1	<p>Write clearly demarcated sentences.</p> <p>Use conjunctions to join sentences (e.g. and, so, but) and use standard forms of verbs, e.g. go/went.</p> <p>Begin to use capital letters (including for names and the word I), full stops, question marks and exclamation marks.</p> <p>Write a sequence of sentences to form a short narrative (as introduction to paragraphs).</p> <p>Use correct formation of lower case letters, capital letters and digits.</p>
Year 2	<p>Write different kinds of sentences: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description and specification.</p> <p>Write using subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Correct and consistent use of present tense & past tense and correct use of verb tenses.</p> <p>Write with correct and consistent use of ; capital letters, full stops, question marks, exclamation marks. Use commas in a list and Use apostrophes to mark omission and singular possession in nouns.</p> <p>Write lower case letters correct size relative to one another and how evidence of diagonal and horizontal strokes to join handwriting.</p>
Year 3	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon) and prepositions (e.g. before, after, during, in, because, of).</p> <p>Experiment with adjectives to create impact and correctly use verbs in 1st, 2nd and 3rd person</p> <p>Use perfect form of verbs to mark relationships of time and cause.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Group ideas into basic paragraphs and write under headings and sub-headings.</p> <p>Write with increasing legibility, consistency and fluency.</p>
Year 4	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind) and an appropriate choice of noun or pronoun. Use fronted adverbials.</p> <p>Use apostrophe for plural possession, a comma after fronted adverbial (e.g. later that day, I heard the bad news) and commas to mark clauses.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p> <p>Use paragraphs to organise ideas around a theme and connecting adverbs to link to paragraphs.</p> <p>Write with increasing legibility, consistency and fluency.</p>
Year 5	<p>Add phrases to make sentences more precise and detailed.</p> <p>Use range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to text type and use pronouns to avoid repetition.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</p> <p>Use the following to indicate parenthesis; brackets, dashes and commas.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of subordinating and coordinating conjunctions</p> <p>Use verb phrases to create subtle differences (e.g. she began to run) and consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (later), place (e.g. nearby) and number.</p> <p>Write legibly, fluently and with increasing speed.</p>
Year 6	<p>Use subordinate clauses to write complex sentences and use passive voice when appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p> <p>Use semi-colon, colon or dash to mark the boundary between independent clauses and colons to introduce a list and semi colon within a list.</p> <p>Use correct punctuation of bullet points and use hyphens to avoid ambiguity.</p> <p>Use full range of punctuation matched to requirements of text type.</p> <p>Use wide range of devices to build cohesion within and cross paragraphs and use paragraphs to signal change in time, scene, action, mood or person.</p> <p>Write legibly, fluently and with increasing speed.</p>