



Archbishop Wake
CE Primary School

Aim high, believe; Fly high, achieve.

End of Year Expectations in Writing YR-6

Objectives in black: National Curriculum Statements

Objectives in red: Additional Guidance

Aspiration- Community-Inclusion-Language

EYFS			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
			<p>Can write recognisable letters associated with taught phonemes in SSP lessons.</p> <p>Use clearly identifiable letters to write a word that can be read by others.</p> <p>Hear the start, end and medial sound in words and record these as a word.</p> <p>Write some CEW words, spelt correctly: to, no, go, I, the.</p>	<p>Correctly hold their pencil using a pincer grip</p> <p>Sit correctly at a chair when writing</p> <p>Accurate letter formation of taught letters.</p> <p>Increasing spatial awareness so size/orientation of letters is improving.</p> <p>Growing relationship between the line and letters.</p>	<p>Talk about their mark making</p> <p>Can write in response to something.</p> <p>Writes independently in provision.</p> <p>Prints first name. Copies print. Emergent spelling.</p> <p>Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>		<p>Write own name and labels.</p>	<p>Begin to put spaces in between words.</p>
			<p>Can write recognisable letters associated with taught phonemes in SSP lessons.</p> <p>Use clearly identifiable letters to write words / phrases that can be read by others.</p> <p>Represent start, end and taught medial sounds in writing (although they may not choose the correct grapheme). Write known and newly taught CEW words in writing. Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table</p> <p>Accurate letter formation of taught letters.</p> <p>Increasing spatial awareness so size/orientation of known letters has improved and newly taught letters improving.</p> <p>Stronger relationship between the line and letters in a range of media.</p>	<p>Compose an oral sentence</p> <p>Compose an oral sentence and write it</p>	<p>Use the features of a narrative in their writing</p> <p>Can write a caption (not dictated) that can be read by others.</p> <p>Writes in response to something.</p> <p>Writes independently in provision.</p>	<p>Write captions in a meaningful context</p> <p>Use their phonic knowledge to write simple sentences that can be read by themselves and others</p> <p>Prints first and last name. Prints upper and lower case letters appropriately.</p>	<p>Use finger spaces between words</p>

		Summer	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters Can write recognisable letters associated with taught phonemes in SSP lessons.</p> <p>Use clearly identifiable letters to write words / phrases / simple sentences that can be read by others.</p> <p>Correct phoneme-grapheme choices for start, end and taught medial sounds in writing.</p> <p>Write known and newly taught CEW words in writing.</p> <p>Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Accurate letter formation of taught letters.</p> <p>Secure spatial awareness so size/orientation of known letters.</p> <p>Strong relationship between the line and letters in a range of media.</p>	<p>Write simple phrases and sentences that can be read by others</p> <p>Re-read what they have written to check that it makes sense</p> <p>Can write in response to a stimulus.</p> <p>Writes independently in provision.</p>		<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>Begin to punctuate sentences using a capital letter and full stop</p> <p>Spaces in between words is common.</p> <p>Writes words connected to a topic.</p>
Year 1			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
			<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Name the letters of the alphabet in order</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</p> <p>Use the correct letter formation for all 26 lower case letters</p> <p>Use the correct letter formation for all 26 capital letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p>	<p>Have an awareness that ideas can be organised into a sequence</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun ‘I’</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p>

	Spring		<p>Spell the days of the week</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Begin to spell words using contracted forms</p>	<p>Use cursive letter formation to correctly form letters from the ladder family: l, l, t, u, j, y</p> <p>Use cursive letter formation to correctly form letters from the curly caterpillar family: a, d, c, o, f, e, s, g, q</p> <p>Use cursive letter formation to correctly form letters from the one-armed robot family: m, n, p, r, b, h, k</p> <p>Use cursive letter formation to correctly form letters from the zig-zag family: v, w, x, z</p>	<p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Sequence sentences to form short narratives</p>	<p>Write a simple sentence with straight forward subject/ verb agreement</p>	<p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using ‘and’</p> <p>Use a capital letter for days of the week</p>
	Summer		<p>Use the prefix un–</p> <p>Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Begin to form capital letters and lower-case letters the correct size, relative to one another</p> <p>Begin to use simple diagonal joins</p> <p>Begin to use simple horizontal joins</p>	<p>Use simple prepositions</p>	<p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Write reliably formed simple and compound sentences</p>	<p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
Year 2			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
			<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including –ly, –ment, –ness</p>	<p>Form capital letters and lower-case letters the correct size, relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use simple diagonal joins</p> <p>Use simple horizontal joins</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use –ly to turn adjectives into adverbs e.g. slow/ slowly</p>

	Spring		<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</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>Use complex diagonal joins</p> <p>Use complex horizontal joins</p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Select relevant content that shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write exclamatory sentences starting with ‘what’ or ‘how’</p> <p>Write commands using the imperative form of a verb</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes –er, -est, in adjectives</p>
		Summer		<p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Use a range of prepositions (behind, before, above, along)</p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g he was shouting</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</p> <p>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</p>

Year 3			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn	Spring		<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p> <p>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</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Revise joins taught in Year 2 with a focus on size, proportion and spacing</p>	<p>Writing is clear in purpose</p> <p>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</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p>	<p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p>
					<p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p>	<p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<p>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</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
		Summer			<p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>	<p>Vary nouns and pronouns for cohesion</p>		<p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p>

Year 4			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn			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 Plural nouns of words ending in 'o'. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks Revise joins in words linked to spellings with a focus on size, proportion and spacing Increase the legibility, consistency and quality of their handwriting	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
	Spring				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
		Summer			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: determiner, pronoun, possessive pronoun, adverbial

Year 5			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn			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 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 Continue to distinguish between homophones and other words which are often confused	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 Revise joins in words linked to spellings with a focus on size, proportion and spacing	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 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 Use fronted prepositional phrases for greater effect e.g. 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
		Spring			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 (later), place (nearby) number (secondly) 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
		Summer			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 semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6			Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn			<p>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> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<p>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</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others’ writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>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</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>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</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>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</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He’s your friend, isn’t he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I <u>were</u> or <u>Were they</u> to come</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p>
		Spring			<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Select verb forms for meaning and effect e.g. deliberate change of tense</p>			<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p>
		Summer			<p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p>