

What should my child be achieving in writing?

Here are the writing expectations for each year group which should help you to understand what is expected of your child. Please refer to the 'writing glossary' document which explains the terminology used.

As you can see, there is a very big emphasis on spelling. Again, please refer to the 'spelling list' documents to familiarise yourself with the National Curriculum expectations.



Year 3



| Working At Year 3 Expectations | |
|---|--|
| Name | |
| The pupil can write for different purposes | |
| Can select vocabulary to meet the purpose | |
| Use expanded noun phrases to describe | |
| Start to use some paragraphs/sections to organise ideas <i>including intro/ending</i> | |
| Use some cohesive devices <i>(conjunctions, nouns which are linked, pronouns to avoid repetition, prepositions)</i> | |
| Use a wide range of conjunctions <i>Subordinating: if, when, because, although, while. Coordinating: and, but, or, so</i> | |
| Use sentences of different forms including sentences with more than one clause | |
| Use appropriate tenses <i>(Present – he walks, Present perfect – he has walked, Past – he walked)</i> | |
| Some use of fronted adverbials | |
| Use all KS1 punctuation <i>(full stops capital letters, question marks, exclamation marks, commas for lists)</i> | |
| Use some lower key stage punctuation mostly correctly <i>(inverted commas, apostrophes for possession, commas after fronted adverbials)</i> | |
| Spell most key stage 1 spellings correctly | |
| Some year 3/4 words accurately. <i>Incl: prefixes, homophones, suffixes e.g. – ment, -less, -ly, -ful</i> | |

Year 4



| Working at Year 4 Expectations | |
|--|--|
| Name | |
| The pupil can write for an increasing range of purposes and audiences | |
| Write in an appropriate style to meet the purpose of the writing <i>e.g. – character descriptions in stories, formal language in reports, first person in diary</i> | |
| Can select appropriate vocabulary to meet the purpose of the writing | |
| Organise writing into a paragraph around a theme – including openings and endings | |
| Use a variety of sentence types and structures with more than one clause | |
| Use a wide range of conjunctions <i>Coordinating: for, and, nor, but, or, yet, so</i> <i>Subordinating: if, when, because, although, while. (who which that with)</i> | |
| Use an increasing range of cohesive devices within and across sentences and paragraphs <i>(Vocabulary chains, Adverbials, Pronoun, prepositions)</i> | |
| Maintains accuracy of tense and can use different verb forms <i>(Progressive – he is walking/ he was walking, Present – he walks, Present perfect – he has walked, Past – he walked)</i> | |
| Use fronted adverbials appropriate to the purpose of writing | |
| Use all KS1 punctuation accurately and LKS2 punctuation mostly appropriately. <i>KS1: full stops capital letters, question marks, exclamation marks, commas for lists, inverted commas</i> <i>LKS2: apostrophes for possession, commas after fronted adverbials</i> | |
| Spell most key stage 1 and year 3/4 spellings correctly <i>Incl: prefixes, homophones, suffixes e.g. – ment, -less, -ly, -ful</i> | |
| Write in joined legible handwriting | |

Year 5



| Working At Year 5 Expectations | |
|---|--|
| The pupil can write for a range of purposes selecting features and language which are appropriate | |
| Build cohesion within and across paragraphs. <i>(pronouns, adverbials of time and place, synonyms, conjunctions)</i> | |
| Make precise and deliberate vocabulary choices to achieve the purpose of the writing showing an awareness of their reader | |
| Throughout the writing develop ideas and add detail to aid the purpose <i>(adverbial phrases, expanded noun phrases, relative clauses, a range of conjunctions)</i> | |
| Begins to use speech purposefully in narratives (punctuating accurately) <i>(Does it convey the character or advance the action?)</i> | |
| Uses verb tenses consistently and correctly throughout writing. | |
| Begins to vary length and structure to support the purpose of the writing. | |
| Throughout the writing uses a range of methods for varying sentence openers <i>(ly, ing, simile, preposition, a range of conjunctions etc)</i> | |
| Uses modal verbs and adverbs to show possibility (where appropriate) <i>must, shall, will, should, would, can, could, may, might.</i> | |
| Begins to use a wider range of punctuation accurately <i>(Ellipsis, Brackets, Colons, Dashes, commas, inverted commas)</i> | |
| Spell most year 3/4 words accurately, including prefixes, suffixes and homophones | |
| Spell some year 5/6 words accurately | |
| Consistently writes in joined, legible handwriting | |

Year 6



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²