

 Yaxham Church of England (VA) Primary School

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| ***Writing Expectations***  |

This booklet gives an overview of what the expected standard for writing composition is in each year group, derived from the national curriculum. We hope this gives parents a concise picture of the content and progression for writing as children move through the school. The terminology contained in this document is used in school when teaching; the children are expected to know what technical terms mean, as these terms appear in the questions children have to answer in their end of key stage SATs. Most of the terminology should be clear due to the examples provided, however, I have provided a short glossary below for some of the terms that will perhaps be less familiar. Please speak to your child’s class teacher if you would like further information or guidance on any of the information in this booklet.

**Mr S Moore**

**English Leader**

**Glossary**

**Phoneme** - an individual sound, for example the sound made by the **c** in **c**at.

**Grapheme** - a single letter (e.g. the **c** in **c**at) or group of letters (e.g. the **igh** in s**igh**) that is used to represent a sound.

**Segment** - splitting up the word into its separate sounds, for example ‘bed’ as three sounds: b-e-d.

**Clause** - a part of a sentence. E.g. the sentence **When it rains, I take an umbrella** has two separate clauses.

**Direct speech** - speech punctuated by **inverted commas** (“Hello, how are you?”), as opposed to **indirect** or reported speech (He asked me how I was).

**Conjunction** - A word that links or joins two clauses. E.g. We couldn’t go out **because** it was raining.

**Prepositions** - show the relationship between the noun and the other things in the sentence, for example **where** (on, in, at, under, beside etc) or **when** (before, after, on Saturday etc) something is. E.g. **In** the holidays I get up **early** and get **on** my bike.

**Fronted adverbial -** a word or phrase at the beginning of a sentence, followed by a comma, which gives more information about what follows. E.g. **At the strike of midnight,** Cinderella’s dress turned into rags.

**Parenthesis** - extra information that can be removed without changing the meaning of the sentence. E.g James **(who was 9 years old)** loved going to school. Brackets, dashes or a pair of commas could all be used to indicate parenthesis in this sentence.

**Relative clauses** - Add information to sentences by using a relative pronoun such as who, that or which. E.g. That’s the singer **who I was telling you about**. The school, **which has a large playing field**, is located off the main road.

**A reception writer…**



* Thinks and says what to write



* Says the sounds in the word c...a….t



* Holds their pencil properly
* Puts a capital letter at the start **A B C**
* Writes the sounds in the word
* Uses a sound card to help with sounds



* Leaves a space before the next word

 

* Puts a full stop at the end. 
* Reads back what they’ve written.

**A year 1 writer …**

Uses phonics skills to spell words

* They **segment** words to **phonemes.**
* They write a known **grapheme** for each **phoneme.**
* They use **the letter name** to say the spelling of a word.

Uses spelling rules.

* They add **s** or **es** to make plural nouns.
* They add the prefix **un** to change the meaning of a word.
* They add suffixes **–ing, -ed, -er,** and **–est** to change words.
* They learn the spellings of some common exception words.

Uses sentences.

* They compose their sentence **orally** before writing it.
* They **join** words and clauses using **and** to make sentences.
* They write sentences that **make sense** to the reader.
* They **sequence** sentences to make short stories.
* They **reread** what they have written to check it make sense.

Uses a range of punctuation correctly.

* They use **a capital letter** to begin a sentence.
* They use **a full stop** to end a sentence.
* They leave **a finger space** between words.
* They use **a capital letter** for a name and personal pronoun **I**.
* They use **a question mark** to end a questioning sentence.
* They use **an exclamation mark** to end an exclaiming sentence.

**A year 2 writer….**

**Uses the correct punctuation.**

* They use full stops correctly.
* They use a capital letter at the start of a sentence or for proper nouns.
* They use ! and ? correctly in their writing.
* They use an apostrophe to show that someone owns something e.g. *Sophie’s doll*

**Uses interesting words and phrases.**

* They can use statements, commands, questions and exclamations.
* They can use conjunctions and extend sentences.

*And or but because so also*

**Spells lots of words correctly.**

* They spell common words correctly.
* They can spell more common exception words.
* They correctly add suffixes to their words.

e.g. *–ment -ness -full -less -ly*

* They can add prefixes to their words correctly.

e.g. *Un- re- dis-*

* They can write the contracted forms.

e.g. *I’ve can’t won’t he’ll we’re*

**Forms their letter correctly.**

* They make their letters the same size and shape.
* They leave a finger space between each word.
* They are beginning to join their letters.

**A year 3 writer…**

**Uses a full range of punctuation correctly.**

* They know how to use **capital letters, full stops, ! and ? correctly**
* They use **apostrophes** accurately to show possession or to show contractions.
* They use **commas** within lists and to separate clauses.
* They use **inverted commas** to punctuate **direct speech.**

**Uses interesting words and sentences.**

* They make **ambitious word choices** to add interest and detail.
* They write sentences with **more than one clause** using a wide range of **conjunctions.**
* Use **conjunctions, adverbs** and **prepositions** to express time, cause and place.

**Organises their writing to make it clear for their audience.**

* They **compose** and rehearse sentences orally.
* They use **paragraphs** to group ideas and information.
* They use **headings, subheadings, diagrams** and **captions** as appropriate in their non-fiction writing.

**Writes exciting stories that they plan out.**

* They describe the **setting** and atmosphere using descriptive language.
* They introduce the **characters.**
* They plan a good **plot** with a **beginning** that sets the scene, an interesting problem in the **middle** for the character to solve and resolutions that **ends** the story.

**Edits their work.**

* They **proof-read** for spelling and punctuation errors.
* They **improve** their grammar and vocabulary choices.

**Has a high standard of presentation.**

* They have handwriting which is **joined**, and **legible.**

**A year 4 writer …**

Uses a full range of punctuation correctly.

* They use **apostrophes** for plural possession.
* They use a **comma** after a **fronted adverbial**.
* They use **commas** to separate clauses.
* They use **inverted commas** and other punctuation to punctuate **direct speech.**

Uses interesting words and sentences.

* They vary sentence structure using different openers.
* They write sentences with **more than one clause** using a wide range of **conjunctions.**
* They choose **nouns** or **pronouns** appropriately to avoid repetition.
* They use **fronted adverbials.**
* Use **conjunctions, adverbs** and **prepositions** to express time and cause.
* They make **ambitious word choices** to add interest and detail.

Organises their writing to make it clear for their audience.

* They **compose** and rehearse sentences orally.
* They use **paragraphs** to organise ideas around a theme.
* They create **settings, characters** and **plots** in narratives.
* They use **headings, subheadings** and **captions** in non-fiction writing.

Edits their work.

* They **proof-read** for spelling and punctuation errors.
* They **improve** their grammar and vocabulary choices.

Has a high standard of presentation.

* They have handwriting which is **joined, legible** and **consistent.**
* They know how and when to join adjacent letters.

**A year 5 writer …**

Uses a full range of punctuation correctly.

* They use **apostrophes** for plural possession.
* They use a **comma** after a **fronted adverbial** or to separate clauses.
* They use **inverted commas** and other punctuation to punctuate **direct speech.**
* They use **brackets, dashes or commas** to indicate **parenthesis.**

Uses a wide vocabulary and varied sentence structures.

* They write **extended sentences** with **more than one clause** using a wide range of **conjunctions.**
* They **vary sentence structure** by using different openers including **fronted adverbials.**
* They use **exciting vocabulary choices.**
* They use **relative clauses** and punctuate them with commas.
* They use **adverbs** and **modal verbs** to indicate degrees of possibility.
* They can use **suffixes** and **prefixes** correctly to alter the meaning of words.
* They can spell many words correctly from the Year 5 / 6 spelling list.

Organises their writing to make it clear for their audience.

* They use **paragraphs** to organise their ideas and **make links** between them.
* They can **choose an appropriate style** of writing depending on the purpose.
* They can **reveal characters and settings** through dialogue and narrative.
* They can use features such as **headings, subheadings and bullet points** in non-fiction writing.

Edits their work.

* They **proof-read** for spelling and punctuation errors.
* They make choices to **improve** their sentence-structures or vocabulary.

Has a high standard of presentation.

* They have a neat and consistent style of **joined handwriting.**

**A year 6 writer…**

Uses a full range of punctuation correctly.

* They use **apostrophes** for possession or contraction.
* They use a **comma** to clarify meaning.
* They use **inverted commas** and other punctuation for **direct speech**.
* The use **brackets, dashes or commas** to indicate **parenthesis.**
* They can sometimes use **semi-colons, colons** or **dashes** effectively between clauses.
* They can sometimes use **hyphens** to avoid ambiguity.

Uses a wide vocabulary and varied sentence structures.

* They vary their **vocabulary choices** according to the level of formality required.
* They write **extended sentences** with **a range of clause structures.**
* They use **adverbs** and **modal verbs** to indicate degrees of possibility.
* They add detail and precision by using **adverbs, prepositions phrases** and **expanded noun phrases** effectively.
* They can use **suffixes** and **prefixes** correctly from the **Year 5 /6 spelling list.**

Writes effectively for their audience.

* They can identify their audience and **select an appropriate form.**
* They can **create atmosphere** in their writing.
* They use description and integrating dialogue to **convey character and advance the action.**
* They use **paragraphs** to organise their ideas and make **cohesive links** within and between them.
* In non-narrative texts, they can use a range of features such as **headings, subheadings, bullet points** or **underlining** to organise their writing.

Edits their work.

* They proof-read for spelling and punctuation errors.
* They make changes to improve their sentence structures or vocabulary.
* They check for consistency of tenses.

Has a high standard of presentation.

* They have a neat and consistent style of joined handwriting.