Birkdale Primary School

This booklet provides information for teachers on the end of year expectations for children in our school for **Writing**.

There are many more objectives that you will teach throughout the year but we have identified these as being the **essential minimum requirements** children need to enable them to continue to make progress the following year.

Reception

- Write simple sentences which can be read by themselves and others

- Write name (correct upper and lower case)

- Use capital letters and full stops to demarcate sentences

- Write clearly demarcated sentences

- Correct pencil grip

- Correct letter formation for familiar words

Year 1

- Write clearly demarcated sentences

- Use 'and' to join ideas

- Use conjunctions to join sentences (e.g. so, but)

- Use standard forms of verbs e.g. go/went

- Evidence of:

- Capital letters

- Full stops

- Question marks

- Exclamation marks

- Use capital letters for names and personal pronoun 'I'

- Write clearly sequences sentences

- Correct formation of lower case letters-finishing in right place

- Correct formation of capital letters

- Correct formation of digits

Year 2

- Write different kinds of sentences:

- Statement, question, exclamation and command

- Use expanded noun phrases to add description and specification e.g. 'The tall, handsome prince' as opposed to 'The prince.'

- Write using subordination (when, if, that, because)

- Correct and consistent use of present tense and past tense

- Correct use of verb tenses

- Correct and consistent use of:

- Capital letters

- Full stops

- Question marks

- Exclamation marks

- Commas in a list

- Apostrophe (omissions)

- Introduction of speech marks

- Write under headings

- Evidence of diagonal and horizontal strokes to join handwriting

Year 3

- Use conjunctions (when, so, before, after, while, because)

- Use adverbs (e.g. then, next, soon)

- Use prepositions (e.g. before, after, during, in, because of)

- Experiment with adjectives to create impact

- Correctly use verbs in 1st, 2nd and 3rd person

- Use perfect form of verbs to mark relationships of time and cause

- Correct use of speech marks for direct speech

- Group ideas into paragraphs around a theme

- Write under headings and sub-headings

- Legible, joined handwriting

Year 4

- Vary sentence structure, using different openers

- Use adjectival phrases (e.g. biting, cold, wind)

- Appropriate choice of noun or pronoun

- Apostrophe for singular and plural possession (e.g. The boy's coat. The boys' coats.

- Comma after fronted adverbial (e.g. Later that day, I heard bad news)

- Use commas to mark clauses (e.g. As I walked past the dog, it began to bark)

- Use connectives to link paragraphs

- Legible, joined handwriting of consistent quality

Year 5

- Add phrases to make sentences more precise and detailed

- Use range of sentence openers—judging the impact or effect needed

- Begin to adapt sentence structure to text type

- Use pronouns to avoid repetition

- Use:

  - Brackets

  - Dashes

  - Commas

- Use commas to clarify meaning or avoid ambiguity

- Link clauses in sentences using a range of subordinating and coordinating conjunctions

- Use verb phrases to create subtle differences (e.g. she began to run)

- Consistently organise paragraphs

- Link ideas across paragraphs using adverbials of time (e.g. later) place, (e.g. nearby) and number (e.g. secondly)

- Legible and fluent handwriting style

Year 6

- Use subordinate clauses to write complex sentences

- Use passive voice where appropriate

- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day)

- Evidence of sentence structure and layout matched to requirementsof text type

- Use:

- Semi-colon, colon, dash to mark the boundary between independentclauses

- Correct punctuation of bullet points

- Hyphens to avoid ambiguity

- Full range of punctuation matched to requirements of text type

- Use wide range of devices to build cohesion within and across para-graphs

- Use paragraphs to signal change in time, scene, action, mood or per-son.

- Legible, fluent and personal handwriting style