



Writing
Clapham and Patching CofE Primary School
End of Year Expectations

YEAR 1	
Planning	<ol style="list-style-type: none"> 1. Plan by talking about ideas 2. Record ideas e.g. through story mapping 3. Orally rehearse sentences before writing
Drafting & Writing	<ol style="list-style-type: none"> 4. Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories 5. Write sequences of linked sentences 6. Sequence their own sentences to form simple narratives 7. Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions 8. Use simple narrative language features e.g. story language such as once upon a time/one day/happily ever after 9. Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs 10. Use simple organisational features in fiction and non-fiction e.g. beginning,
Reviewing and	<ol style="list-style-type: none"> 11. Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions 12. Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations 13. Read their own writing aloud clearly
Grammar, Vocabulary & Punctuation	<ol style="list-style-type: none"> 14. Use the names of people, places and things e.g. dragon, castle, butterfly 15. Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout. 16. Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over. 17. Generally, use the present and past tense accurately 18. Write so that other people can understand the meaning of sentences 19. Begin to punctuate using a capital letter for the names of people, places, days of the week and I 20. Demarcate sentences using capital letters 21. Demarcate sentences using full stops 22. Begin to use question marks 23. Begin to use exclamation marks
Spelling	<ol style="list-style-type: none"> 24. Can spell compound words and the Y1 common exception words 25. Can spell verbs ending in -ing, -ed and -er 26. Can spell words containing the range of Y1 phonemes 27. Can spell adjectives ending in -er and -est 28. Can spell words using the prefix -un 29. Can spell plural nouns by adding -s and -es
Presentation	<ol style="list-style-type: none"> 30. Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters). Leave spaces between words



	YEAR 2
Planning	<p>31. Plan by talking about ideas and vocabulary</p> <p>32. Record ideas e.g. through story maps, flow charts, listing ideas/facts</p> <p>33. Orally rehearse sentences before writing</p>
Drafting & Writing	<p>34. Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences audiences and purposes</p> <p>35. Create simple plots in narratives e.g. with a clear beginning, middle and end</p> <p>36. Create simple settings in narratives e.g. telling the reader where the story takes place</p> <p>37. Create simple characters in narratives e.g. heroes and villains based on their own reading</p> <p>38. Write simple poetry e.g. list and rhyming poems</p> <p>39. Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person</p> <p>40. Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports</p> <p>41. Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections</p> <p>42. Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences</p>
Reviewing and	<p>43. Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement</p> <p>44. Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations</p> <p>45. Read their own writing aloud clearly, with appropriate intonation</p>
Grammar, Vocabulary & Punctuation	<p>46. Use the noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly</p> <p>47. Use co-ordinating conjunctions to form compound sentences e.g. or, but, yet, so</p> <p>48. Use subordinating conjunctions to add extra information e.g. when, if, that, because</p> <p>49. Write sentences with different forms: statement, question, exclamation, command</p> <p>50. Use the progressive (continuous) form in the present and past tense e.g. I was running. He was shouting as opposed to the simple forms I ran/ he shouted</p> <p>51. Use accurate verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement</p> <p>52. Use some features of standard written English e.g. understand that the way we write can be different from the way we speak</p> <p>53. Demarcate sentences consistently using full stops and capital letters</p> <p>54. Use commas in lists e.g. The angry, hungry giant wanted his tea.</p> <p>55. Demarcate sentences consistently using question marks and exclamation marks</p> <p>56. Use apostrophes for contracted forms e.g. don't, I'm</p> <p>57. Use apostrophes for singular possession e.g. Tom's football</p>
Spelling	<p>58. Can spell the Y2 common exception words and homophones</p> <p>59. Can spell words using Y2 suffixes and rules for plurals</p> <p>60. Can spell words containing the range of Y2 phonemes</p>
Presentation	<ul style="list-style-type: none"> • Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters



YEAR 3	
Planning	<p>61. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)</p> <p>62. Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames</p> <p>63. Compose and rehearse sentences orally, including dialogue before writing</p>
Drafting & Writing	<p>64. Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE</p> <p>65. Create and describe plots in narratives e.g. developing the problem</p> <p>66. Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader</p> <p>67. Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)</p> <p>68. Write simple poetry e.g. list and rhyming poems; free verse</p> <p>69. Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense</p> <p>70. Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)</p> <p>71. Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing</p> <p>72. Start to use paragraphs to group related ideas</p>
Reviewing and	<p>73. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/pronouns, range of adverbs, sentence structure</p> <p>74. Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations</p> <p>75. Read their own writing aloud with appropriate intonation and volume to make the meaning clear</p>
Grammar, Vocabulary & Punctuation	<p>76. Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle; turquoise butterfly; rickety bridge</p> <p>77. Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.</p> <p>78. Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause</p> <p>79. Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.</p> <p>80. Use a mixture of simple and compound sentences</p> <p>81. Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because</p> <p>82. Use the present perfect form of verbs e.g. He has gone out to play. As opposed to: He went out to play.</p> <p>83. Consistently use features of standard English and explore when nonstandard written English could be used e.g. understand that dialogue can be written using non-standard features</p> <p>84. Use commas in lists consistently in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.</p> <p>85. Demarcate direct speech with inverted commas e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.</p> <p>86. Use apostrophes for contractions consistently e.g. won't, shouldn't</p> <p>87. Use apostrophes for singular possession consistently e.g. Tom's football</p>
Spelling	<p>88. Can spell at least half the Y3/4 common exception words, homophones & words from other origins</p> <p>89. Can spell words using some of the Y3/4 prefixes and suffixes</p> <p>90. Can use the first 2 letters of a word to check spellings in a dictionary</p>
Hand Writing	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined • Write in a legible and consistent style



YEAR 4	
Planning	<p>91. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)</p> <p>92. Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames</p> <p>93. Compose and rehearse more complex sentences orally before writing, including dialogue</p>
Drafting & Writing	<p>94. Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science</p> <p>95. Create & expand plots in narratives e.g. describing cause & effect of events; providing more detail</p> <p>96. Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases</p> <p>97. Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)</p> <p>98. Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure</p> <p>99. Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach)</p> <p>100. Expand the use of non-fiction language features e.g. clauses to add additional information (If you want the food to stay fresh, put it in the fridge.)</p> <p>101. Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back.</p> <p>102. Organise content into relevant paragraphs across the text</p>
Reviewing and Editing	<p>103. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing</p> <p>104. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations</p> <p>105. Read their own writing aloud with appropriate intonation, volume & tone to make the meaning clear</p>
Grammar, Vocabulary & Punctuation	<p>106. Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest</p> <p>107. Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.</p> <p>108. Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.</p> <p>109. Use fronted adverbials for effect (Later that morning... Over the brow of the hill... Creeping silently)</p> <p>110. Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!</p> <p>111. Use an appropriate variety of simple, compound and complex sentences</p> <p>112. Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however</p> <p>113. Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs</p> <p>114. Control the use of standard and non-standard English e.g. use a particular non-standard feature to develop characterisation</p> <p>115. Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug,</p> <p>116. Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. 'I'm terrified,' Tom whispered, "do we have to go?"</p> <p>117. Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory</p>
Spelling	<p>118. Can spell all of the Y3/4 common exception words, homophones and words from other origins</p> <p>119. Can spell words using all of the Y3/4 prefixes and suffixes</p> <p>120. Can use the first 3 letters of a word to check spellings in a dictionary</p>
Hand Writing	<ul style="list-style-type: none"> • Write in a legible and consistent style, with increased quality and speed • Write letters with parallel down strokes and appropriate spacing



YEAR 5	
Planning	<p>121. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)</p> <p>122. Explore and use their own techniques to note their ideas, drawing on research where necessary</p>
Drafting & Writing	<p>123. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography</p> <p>124. Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters</p> <p>125. Develop settings and atmosphere in detail e.g. using parenthesis (The forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)</p> <p>126. Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events</p> <p>127. Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue</p> <p>128. Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect</p> <p>129. Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary</p> <p>130. Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts</p> <p>131. Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives</p> <p>132. Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person</p>
Reviewing and	<p>133. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses</p> <p>134. Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations</p> <p>135. Perform their own writing using appropriate intonation, volume and movement</p>
Grammar, Vocabulary & Punctuation	<p>136. Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.</p> <p>137. Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired.</p> <p>138. Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly</p> <p>139. Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must</p> <p>140. Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.</p> <p>141. Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.</p> <p>142. Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.</p> <p>143. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.</p> <p>144. Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. controlling writing where there is a need to switch between tenses</p> <p>145. Distinguish between the language of speech & writing & develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...)</p> <p>146. Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.</p> <p>147. Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.</p>
Spelling	<p>148. Can spell at least half of the Y5/6 common exception words and homophones</p> <p>149. Can spell words using some of the Y5/6 prefixes and suffixes</p> <p>150. Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus</p>
Hand Writing	<ul style="list-style-type: none"> Write fluently and legibly with speed and a personal style



YEAR 6	
Planning	151. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
	152. Make choices about the most efficient way to note ideas, draw on research from a range of sources where necessary
Drafting & Writing	153. Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters
	154. Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories
	155. Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).
	156. Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)
	157. Write a range of more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets, odes, elegies
	158. Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices
	159. Manipulate and control the use of non-fiction language features e.g. Rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)
	160. Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument
	161. Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses
Reviewing and Editing	162. Evaluate their writing through discussion & make improvements through redrafting the grammar & vocabulary to enhance effect e.g. cohesion within & across paragraphs; passive voice; range of clauses; use of the subjunctive
	163. Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
	164. Perform their own writing using appropriate intonation, volume and movement
Grammar, Vocabulary & Punctuation	165. Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
	166. Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. Tom skulked grudgingly along the empty corridor, towards the Head's imposing door. Vocabulary linked to a historical period and style; using dialect
	167. Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)
	168. Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.
	169. Use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.
	170. Add detail & create specific effects to engage the reader through crafting a range of sentence structures & lengths
	171. Use the perfect form of verbs to mark relationships of time and cause e.g. They've been staying with us since last week. Scientists have recently discovered a new species.
	172. Use formal language structures in speech and writing, including the subjunctive and question tags e.g. If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?
	173. Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.
	174. Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.
	175. Control the use of inverted commas for direct speech, reported speech and quotations.
	176. Use hyphens to avoid ambiguity e.g. I see a man-eating shark or "a man eating shark" (a man eating a shark)



YEAR-END EXPECTATIONS

ENGLISH - Writing

	177. Punctuate bullet points consistently
Spelling	178. Can spell all of the Y5/6 common exception words and homophones 179. Can spell words using all of the Y5/6 prefixes and suffixes 180. Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
Hand Writing	<ul style="list-style-type: none">• Write fluently and legibly with speed and a personal style