



End of Year Expectations in Writing

End of Year Expectations

- The following pages outline the national expectations for children in Year 1-6 by the end of the academic year.
- The expectations are from the new National Curriculum which was introduced in September 2014
- By the end of the year, some children will have met all of the 'expected' objectives and will be deepening knowledge and mastering skills through independent application in preparation for the following academic year.

Programme of Study	Composition	Transcription
Year 1	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Say out loud what they are going to write about; talk about where the sentence begins and ends, with support. • Attempt to write to the task. • Write simple phrases and sentences to form narratives based on real or fictional experiences. • Orally compose and write simple poems, usually as a group. • With support, re-read writing to check it makes sense. • Discuss own writing with others; make simple changes where suggested. • Write phrases, simple sentences or sentence-like structures, which can be partly understood. • Often use 'and' to join words and clauses. • Sometimes use a capital letter 	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Spell words containing each of the phonemes taught so far. • Spell words using the prefix un- e.g. Unhappy, unfair; some of the suffixes - ing, -ed, -er and -est where no change is made to the root word. • Spell some common exception words in the YR 1 spelling appendix. • Recognise and understand what a compound word is. • Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns. • Name most letters of the alphabet; know some letter sequences in alphabetical order. • Some letters are correctly formed and orientated, including lower case, capital letters and digits. • Capital letters formed correctly for own name and the personal pronoun 'I'. • Some spaces are left between words,

	<p>and full stop to show sentence boundaries, sometimes in the right place. Talk about question marks and exclamation marks; begin to know their purpose.</p> <ul style="list-style-type: none"> • Use a capital letter for their name and for the personal pronoun 'I'. • With prompting, include adjectives to describe something. • Begin to use some features of Standard English, with prompting. 	<p>although inconsistently.</p> <ul style="list-style-type: none"> • Most letters sit on the line, sometimes with guidance.
	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Compose sentences orally before writing; talk about where the sentence begins and ends. • Attempt to write appropriately to the task. • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. • Compose orally and write simple poems. • Re-read writing to check it makes sense. 	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences containing the GPCs and words taught so far. • Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. • Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. . • Spell most common exception words in the YR 1 spelling appendix. • Recognise and spell a set of simple

	<ul style="list-style-type: none"> • Discuss own writing with others; make simple changes where suggested. • Write sentences or sentence-like structures which can be clearly understood. • Often use 'and' to join words and clauses. • Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. • Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. • Sometimes include adjectives for description. • Begin to use some features of Standard English e.g. I did. 	<p>compound words.</p> <ul style="list-style-type: none"> • Understand the difference between singular and plural. Add suffixes s and es to words e.g. Cats, witches, catches. • Name the letters of the alphabet in order. • Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. • Capital letters formed correctly for some names of people, places and the days of the week. • Some spaces are left between words, although inconsistent. • Most letters sit on the line correctly.
	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends. • Write appropriately to the task. 	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far. • Spell words containing all of the 40+ phonemes; demonstrate confidence

- Write sequences of accurate sentences to form narratives based on real or fictional experiences.
- Orally compose and write a variety of simple poems, sometimes independently.
- Re-read writing independently, to check it makes sense.
- Discuss own writing with others; make appropriate revisions.
- Write sentences which are usually grammatically accurate.
- Experiment with a range of joining words.
- Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Often include adjectives for description.
- Use some features of Standard English e.g. I did, we were.

with consonant digraphs and vowel digraphs.

- Spell words using the prefix un- e.g. Unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word; know how the affix affects the meaning of the word.
- Spell at least all the common exception words in the YR 1 spelling appendix.
- Recognise and spell a wide range of simple compound words.
- Understand the difference between singular and plural. Add suffixes s and es to words e.g. Cats, witches; and to 3rd person singular e.g. Catches.
- Name the letters of the alphabet in order, quickly and confidently.
- Most letters are correctly formed and orientated, including lower case, capital letters and digits.
- Capital letters formed correctly and appropriately, relative to lower case letters.
- Spaces between words are appropriate in size.

		<ul style="list-style-type: none"> • Letters sit on the line correctly. • According to the school handwriting policy, some letters may be joined.
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Programme of Study	Composition	Transcription
Year 2	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Compose sentences orally. Use the drafting process to gather and write down ideas and key words. • Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. • Write about real events, sometimes maintaining form. • Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g.narrative. • ERe-read and check own writing.With support, proof read for errors.Talk about word choice, grammar and punctuation e.g.re-read 	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Write from memory simple dictated sentences which include familiar words and GPCs. • Spell accurately most words containing previously taught phonemes. • Accurately spell words using affixes e.g.un-, -ing, -ed, -er and -est where the root does not change. • Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g.child, who, again, any, Mrs. • Spell some common homophones e.g.to, two; hear, here; blue, blew. • Attempt to spell some common contractions e.g.it's, can't; or to mark singular possession e.g.Dad's coat.

	<p>sentence aloud and discuss where full stop should go.</p> <ul style="list-style-type: none"> • Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. • Co-ordinate some sentences using and, or, but. • Use capital letters for some proper nouns and the personal pronoun 'I'. • Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists. • Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. • Begin to identify some of the following word classes: noun, adjective, verb and adverb. • Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. • Sometimes use appropriate 	<ul style="list-style-type: none"> • Holds pencil correctly. • Writing is legible. • Letters and digits are mostly formed and orientated accurately, with some consistency in size. • Spacing is usually appropriate to the size of letters. • Some letters are joined correctly, according to the school's handwriting approach.
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	<p>features of Standard English, such as subject-verb agreement e.g. we were, I did.</p>	
	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Compose sentences orally. Use the drafting process to gather and write down ideas and key words. • Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. • Write about real events, maintaining form and purpose. • Compose orally and write poetry in a variety of forms. • Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. • Write a range of sentence types which are grammatically 	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences which include familiar words and GPCs. • Spell common decodable two and three syllable words which include familiar graphemes. • Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. • Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. • Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. • Spell many common contractions

	<p>accurate e.g.commands, questions and statements.</p> <ul style="list-style-type: none"> • Co-ordinate some sentences using and, or, but. • Sometimes use subordination e.g. When, if, because. • Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. • Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. • Identify word classes: noun, adjective, verb and adverb. • Choose the past or present tense appropriately. Experiment with the progressive form e.g.she was swimming. • Use appropriate features of Standard English. 	<p>accurately e.g.it's, can't, didn't; or to mark singular possession e.g.Mark's football.</p> <ul style="list-style-type: none"> • Holds pencil correctly. • Writing is legible. • All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. • Spacing is appropriate to the size of letters. • Some letters are joined correctly, according to the school's handwriting approach.
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Secure:

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.
- Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.
- Write about real events, independently maintaining form and purpose.
- Confidently and independently write poems which are effective, in a variety of forms.
- Re-read writing and make revisions and additions, often without prompting.

Secure:

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.
- Attempt to spell more ambitious vocabulary.
- Spell all common exception words in the YR 2 spelling appendix accurately.
- Spell all common homophones in the YR 2 spelling appendix.
- Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.
- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of

		<p>letters.</p> <ul style="list-style-type: none"> • Appropriate letters are joined consistently, according to the school's handwriting approach.
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Programme of Study	Composition	Transcription
<p>Year 3</p>	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. • Write to suit purpose, and show some features of the genre being taught. • Write sentences in sequence. Signal simple beginning, middle, ending. • With scaffold and support, organise information into sections of similar content. • Use headings and subheadings to aid presentation. • Attempt to describe characters, settings and /or plot in a simple way, with some interesting 	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. • Use knowledge of morphology to spell some words with prefixes e.g.un-, dis-, mis-.. • Spell words with the suffixes: tion, -ation, -ly. • Spell all the common homophones from the YR 2 spelling appendix e.g.one/won, sun/son.. • Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g.babies' dummies; boys' coats. • Spell all common exception words from the YR 2 appendix. Spell a few

	<p>details.</p> <ul style="list-style-type: none"> • Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance. • Write a range of sentence types which are usually grammatically accurate e.g.commands, questions and statements. • Use coordinating conjunctions e.g.and, or, but, and simple subordinating conjunctions e.g.if, because, to join clauses. • Begin to identify prepositions and understand what they are. • Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. 	<p>words from the YR 3-4 statutory word list.</p> <ul style="list-style-type: none"> • Writing is usually legible. • Letters are gaining in consistency of size and formation.Capital letters are the correct size relative to lower case. • Writing is sometimes appropriately spaced. • Appropriate letters are joined, according to the school's handwriting approach.
	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. . • Write to suit purpose, and show 	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. • Use knowledge of morphology to

	<p>some features of the genre being taught.</p> <ul style="list-style-type: none"> • Create chronological narratives; write in sequence. Write simple beginning, middle, ending. • With scaffold, organise sections broadly, within a theme. • Use headings and subheadings to aid presentation. • Describe characters, settings and /or plot in a simple way, with some interesting details. • Write a range of sentence types which are usually grammatically accurate e.g. Commands, questions and statements. • Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. • Identify and use a range of prepositions. • Demarcate sentences with increasing security, including capital letters, full stops, question marks and 	<p>spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.</p> <ul style="list-style-type: none"> • Spell some words with the suffixes:- ation, -ly, -sure, -tion, -sion and -ssion. • Write words spelt ei, eigh or ey e.g. vein, weight, obey. • Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan. • Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. • Spell some words from the YR 3-4 statutory word list. • Writing is legible. • Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. • Writing is usually spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined, according to the school's
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	<p>exclamation marks; commas to separate items in lists.</p> <ul style="list-style-type: none"> • Identify direct speech. Begin to use inverted commas for direct speech. • Consolidate knowledge of word classes: noun, adjective, verb, adverb. • Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. • Usually use the past or present tense appropriately. Sometimes use the present perfect e.g.He has gone out to play. 	<p>handwriting approach.</p>
	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending. • Organise sections logically within a theme, often independently. • Use headings and subheadings and other presentations devices. • Describe characters, settings and plot in with some 	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. • Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix. • Add further words with suffixes from the YR 3-4 appendix e.g.furniture; treasure; injection; possession. • Write words spelt ou e.g.young, touch, country.

	expansion of detail.	<ul style="list-style-type: none"> • Accurately spell some homophones from the YR 3-4 examples e.g.fair/fare; missed/mist. • Use the apostrophe to mark singular and plural possession. • Spell accurately a range of words from the YR 3-4 statutory word list. • Writing is legible. • Letters are consistent in size and formation. Capital letters are the correct size relative to lower case. • Writing is spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined, according to the school's handwriting approach.
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Programme of Study	Composition	Transcription
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Year 4

Emerging:

Discuss and develop initial ideas in order to plan and draft before writing.

Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance.

Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.

Use a range of presentational devices, including use of title and subheadings, with guidance.

Attempt to use dialogue, although balance between dialogue and narrative may be uneven.

Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details.

Evaluate own and others' writing; proof read, edit and revise, with direction.

Emerging:

Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.

Use knowledge of morphology to spell some words with prefixes from the YR 3-4 appendix e.g.in-, im-, auto-, re-.

Add some of the suffixes from the YR 3-4 appendix e.g.poison/poisonous, invade/invasion.

Write some word spelt ch e.g.echo, machine.

Accurately spell some homophones from the YR 3-4 examples e.g.here/hear; plain/plane; whether/weather.

Begin to use apostrophe to mark plural possession e.g.the girls' names.

Spell accurately several words from the YR 3-4 statutory word list.

Writing is legible.

All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size.

Spaces between words are usually suited to letter size.

	<p>Write a range of sentence types which are usually grammatically accurate e.g. Commands, questions and statements.</p> <p>Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he....</p> <p>Use adjectives to create noun phrases in order to expand the detail in sentences.</p> <p>Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use inverted commas accurately for direct speech.</p> <p>Identify the determiner.</p> <p>Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.</p>	<p>Appropriate letters are joined consistently.</p>
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Developing:

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheadings.
- Use dialogue, although balance between dialogue and narrative may be uneven.
- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proof read, edit and revise.
- Write a range of sentence types which are grammatically accurate e.g. Commands, questions and statements.

Developing:

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell words with prefixes e.g.in-, il-, im-, re-, sub-, inter-, auto-.
- Add suffixes which begin with a vowel e.g.forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. Completely, basically.
- Write words spelt ch e.g.scheme, chemist, chef.
- Spell most homophones in the YR 3-4 spelling appendix e.g.accept, except; scene, seen.
- Use apostrophes to mark singular and plural possession e.g.the girl's name; the girls' names; include irregular plurals e.g.children's bags.
- Spell the majority of words from the YR 3-4 word list.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.

	<p>Experiment with sentences with more than one clause.</p> <ul style="list-style-type: none"> • Use a variety of connectives to join words and sentences e.g. Or, but, if, because, when, although. Use time connectives. • Vary sentence openers, changing the pronoun e.g.He / Jim, or with a fronted adverbial e.g.Later that day, he.... • Use expanded noun phrases and adverbial phrases to expand sentences. • Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. • Use inverted commas accurately for direct speech. • Identify the correct determiner e.g.a, an, these, those. • Usually use the past or present tense, and 1st/3rd person, consistently. 	<ul style="list-style-type: none"> • Writing is spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined consistently.
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Secure:

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write in a variety of forms to suit purpose and audience, using many appropriate features.
- Organise writing into meaningful paragraphs.
- Maintain the past or present tense, and 1st/3rd person.

Secure:

- Write from memory, simple dictated sentences which include familiar GPCs, words and punctuation.
- Accurately spell most words with prefixes e.g.in-, il-, im-, re-, sub-, inter-, auto-.
- Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. Enclosure, collision, courageous, musically.
- Spell words with endings que and gue e.g. League.
- Spell all homophones in the YR 3-4 spelling appendix e.g. Effect, affect; accept, except; meddle, medal.
- Use apostrophes to mark singular and plural possession; include irregular plurals e.g. Children's bags.
- Spell accurately all words from the YR 3-4 statutory word list.
- Writing is legible and fluent.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Writing is spaced sufficiently so that

		<p>ascenders and descenders do not meet.</p> <ul style="list-style-type: none"> • Appropriate letters are joined consistently.
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Programme of Study	Composition	Transcription
<p>Year 5</p>	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance. • Organise writing into sections or paragraphs; link ideas within paragraphs.(Joins between sections may need development; coverage within sections may vary.). • Use a range of presentational devices including use of title, subheadings and bullet points. • Use dialogue, although balance between dialogue and narrative 	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Write from memory, dictated sentences which include words from the ks2 curriculum. • Show growing confidence to spell most words with prefixes and suffixes in the YR 3-4 appendix and a few from the YR 5-6 e.g.cious, cial. • Spell correctly some words with letters which are not sounded e.g.lamb, island. • Spell words with 'ough'. • Spell some common homophones from the ks2 spelling appendix. • Spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6.

	<p>may be uneven.</p> <ul style="list-style-type: none"> • Describe characters, settings and plot, with some interesting details. • Find key words and ideas. Understand the idea of a summary. • Evaluate own and others' writing; with direction, proof read, edit and revise. • Write a range of sentence structures which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose. • Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation e.g. Brackets. • Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. • Attempt to sustain correct tense. • Begin to recognise active and passive voice. • Find the determiner e.g. a, the. 	<ul style="list-style-type: none"> • Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) • Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
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	<ul style="list-style-type: none"> • Experiment with both formal and informal writing, with guidance. • Think about the effect of vocabulary choices. • Use dictionary and thesaurus to check the meaning of words and expand vocabulary. 	
	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. • Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.). • Use a range of presentational devices, including use of title, subheadings and bullet points. • Use dialogue to indicate character and event. . 	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Write from memory, dictated sentences which include words from the ks2 curriculum. • Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g.cious, cial, ant, ent, ance, ence. • Spell correctly words with letters which are not sounded e.g.knight, solemn. • Use the hyphen to join a prefix to a root e.g.re-enter. • Spell some homophones from the YR 5-6 spelling appendix. • Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5- 6. • Writing is legible and becoming

	<ul style="list-style-type: none"> • Describe characters, settings and plot, with growing precision. . • Find key words and ideas; begin to write a summary. • Evaluate own and others' writing; with direction, proof read, edit and revise. • Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. • Write sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. • Indicate degrees of possibility using adverbs e.g.perhaps, surely; and modal verbs e.g.might, should, must. • Usually maintain correct tense. • Begin to recognise active and passive voice. 	<p>increasingly fluent.(Quality may not be maintained at speed.)</p> <ul style="list-style-type: none"> • Correct choice is made about whether to join handwriting or print letters e.g.to label a diagram.
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	<ul style="list-style-type: none"> • Identify and select determiners. • Choose vocabulary and grammar to suit formal and informal writing, with guidance. • Use vocabulary which is becoming more precise. • Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	
	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Identify and select determiners. • Select vocabulary and grammar to suit formal and informal writing. • Use vocabulary which is precise. • Use a dictionary and thesaurus with independence, to define words and expand vocabulary. • Discuss and develop initial ideas in order to plan and draft before writing. 	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Write confidently from memory, dictated sentences which include words from the ks2 curriculum. • Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g.cious, cial, ant, ent, ance, ence, ency.. • Write words spelt ei after ce.g.deceive. • Spell hyphenated words e.g.co-operate. • Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix. • Spell accurately all words from the YR 3-4 statutory word list and many

		<p>words from the YR 5-6.</p> <ul style="list-style-type: none"> • Writing is legible and fluent. Quality is usually maintained at speed. • Correct choice is made about whether to join handwriting or print letters e.g.to label a diagram.
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Programme of Study	Composition	Transcription
Year 6	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Discuss ideas; use the drafting process before and during writing. • Show some features of correct writing form, using models of similar writing. • Use paragraphs to organise information around a theme. • Use a range of devices to link time and place within and across paragraphs e.g.adverbials. • Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. 	<p><u>Emerging:</u></p> <ul style="list-style-type: none"> • Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. • Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix. • Use the full range of spelling rules and conventions from the YR 3- 4 spelling appendix, and some from YR 5-6. • Accurately spell some common homophones that are often confused e.g. Father, farther, further. • Spell accurately many words from the YR 3-4 word list, and some from the

	<ul style="list-style-type: none"> • Sometimes include direct speech to indicate character or event. • Describe characters, settings and plot within narrative writing. • Identify key words and ideas. • Evaluate own and others' writing; proof read, edit and revise. • Write a range of sentence structures which are usually accurate, including relative clauses e.g.using who, that, which; experiment with fronted adverbials. • Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. • Use modal verbs e.g.could, should, might, will. • Choose tense which is usually appropriate. • Begin to recognise the 'active' and 'passive' voice. 	<p>YR 5-6.</p> <ul style="list-style-type: none"> • Writing is usually legible and fluent. (Quality may not be maintained at speed.) • Correct choice is made about whether to join handwriting or print letters e.g.to label a diagram.
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	<ul style="list-style-type: none"> • With guidance, identify the subject and object of a sentence. • Identify and select synonyms and antonyms. • Use vocabulary and grammar to suit formal and informal writing, with some success. • Create expanded noun phrases to convey information and description. • Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary. • Usually conform to Standard English e.g. we were, they were, I did, those books. 	
	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Discuss and develop ideas; routinely use the drafting process before and during writing. • Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. • Use paragraphs to develop and 	<p><u>Developing:</u></p> <ul style="list-style-type: none"> • Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. • Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. • Use the appropriate range of spelling

	<p>expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <ul style="list-style-type: none"> • Use a range of devices to link ideas within and across paragraphs e.g. Adverbials or repetition of a phrase. • Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. • Integrate dialogue to convey character and advance the action. • Summarise longer passages, when required. • Evaluate own and others' writing; proof read, edit and revise. • Write a range of sentence structures (simple and complex) including relative clauses e.g. Using 'that', 'which'. • Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of 	<p>rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <ul style="list-style-type: none"> • Spell some challenging homophones from the YR 5-6 spelling appendix. • Spell the majority of words from the YR 5-6 statutory word list. • Writing is legible and fluent. (Quality may not be maintained at speed.) • Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
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	<p>bullet points.</p> <ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility. • Maintain correct tense; also control perfect form of verbs e.g.He has collected some shells. . • Understand and use active and passive voice. • Identify the subject and object. • Identify synonym and antonym. • Select vocabulary and grammar to suit formal and informal writing. • Use vocabulary which is varied, interesting and precise. • Use a dictionary and thesaurus to define words and expand vocabulary. 	
	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Use discussion effectively to develop ideas and language, before and during writing • Present information with deliberate use of the active and passive voice. 	<p><u>Secure:</u></p> <ul style="list-style-type: none"> • Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words. • Accurately spell words with the full range of affixes in the YR 5-6

	<ul style="list-style-type: none"> • Identify the subject and object. • Identify synonym and antonym. • Select vocabulary and grammar confidently, to suit formal and informal registers. • Make precise vocabulary and grammatical choices. • Independently use a dictionary and thesaurus to define words and expand vocabulary. 	<p>spelling appendix.</p> <ul style="list-style-type: none"> • Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix. • Spell correctly all the YR 5-6 homophones. • Spell accurately all words from the YR 5-6 statutory word list. • Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed. • Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
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