



Key Writing Expectations at Swimbridge CE Primary School

Year	Spelling	Handwriting/Presentation	Writing Processes	Vocabulary, Grammar and Punctuation
R	<p>Begin to break the flow of speech into words</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Attempts to write short sentences in meaningful contexts</p> <p><i>Always use their phonic knowledge to write words in ways which match their spoken sounds</i></p> <p>Give meaning to marks as they draw, write and paint</p> <p><i>Write some irregular common words</i></p> <p><i>Spell some words correctly and others are phonetically plausible</i></p> <p><i>Write simple words and sentences that are dictated by the teacher</i></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Begin to form capital letters</p> <p>Begin to form digits 0-9</p> <p>Begin to understand which letters belong to which handwriting 'families' and to practise these</p> <p>Begin to read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Write own name and other things such as labels, captions</p> <p>Uses talk to pretend that objects stand for something else e.g. this box is my castle</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Introduces a storyline or narrative into their play</p> <p>Begin to use more complex sentences (verbally) including and, because...</p> <p>Can retell a simple past event in correct order</p> <p>Question why things are happening and give explanations (who, what, when, where...)</p> <p><i>Is developing their own narratives and explanations by connecting ideas or events</i></p> <p><i>Write simple sentences which can be read by themselves and others</i></p> <p><i>Can express themselves effectively, showing awareness of the listeners' needs</i></p> <p>Use intonation, rhythm and phrasing to make meaning clear to others</p>	<p>Uses vocabulary focussed on objects and people that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experience in play situations</p> <p>Use a range of tenses (verbally)</p> <p><i>Use past, present and future forms accurately when talking about events that have happened, or are to happen in the future</i></p> <p><i>Beginning to use a full stop, question mark or exclamation to end simple sentences.</i></p> <p><i>Begin to use capital letters at the start of sentences and names</i></p> <p>Terminology: Letter, word, sentence, full stop</p>

<p>Yr1</p>	<p>Children can:</p> <p>Spell words:</p> <ul style="list-style-type: none"> •containing each of the 40+ phonemes taught, common exception words •the days of the week •name the letters of the alphabet in order •using letter names to distinguish between alternative spellings of the same sound •using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs •use un- prefix to change meaning of adjectives/adverbs •using –ing, –ed, –er and –est where no change is needed in the spelling of root words •apply simple spelling rules and guidance from Appendix 1 <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Children can:</p> <ul style="list-style-type: none"> •sit correctly at a table, holding a pencil comfortably and correctly •begin to form lower-case letters in the correct direction, starting and finishing in the right place •form capital letters •form digits 0-9 •understand which letters belong to which handwriting ‘families’ and to practise these •read their writing aloud clearly enough to be heard by their peers and the teacher. 	<p>Children can:</p> <ul style="list-style-type: none"> •say out loud what they are going to write about •composing a sentence orally before writing it •write simple, coherent sentences including use of "and" •sequencing sentences to form short narratives •re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils •apply some simple conventions for the style they are writing in (E.g. layout, structure) 	<p>Children can:</p> <ul style="list-style-type: none"> •leave spaces between words • join words and clauses using "and" • use regular plural noun suffixes (-s, -es) •begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ •begin to use tenses correctly in writing <p>Terminology: letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase, adjective, verb, past tense, present tense</p>
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Yr2	<p>Children can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and representing these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>Children can:</p> <ul style="list-style-type: none"> • write coherent narratives about personal experiences and those of others (real and fictional), real events and poetry applying appropriate conventions • write for different purposes, planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Children can:</p> <ul style="list-style-type: none"> • use expanded noun phrases to describe and specify • use sentences with different forms: statement, question, exclamation, command • use the present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • apply some features of written Standard English • use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Terminology: noun, noun phrase, expanded noun phrase, statement, question, exclamation, command, compound sentence, adjective, verb, suffix, tense, apostrophe, comma, adverb</p>
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Yr3/4	<p>spell further homophones• spell words that are often misspelt (Appendix 1) use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals• use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting</p> <p>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proofread for spelling and punctuation errors</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>using the present perfect form of verbs in contrast to the past tense• form nouns using prefixes (super-, anti-)• use the correct form of 'a' or 'an'• word families based on common words (solve, solution, dissolve, insoluble)</p> <p>using fronted adverbials</p> <p>difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>extended noun phrases, including with prepositions</p> <p>appropriate choice of pronoun or noun to create cohesion</p> <p>using and punctuating direct speech (i.e. Inverted commas)</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with</p> <p>singular and plural nouns</p> <p>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p> <p>Terminology: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>
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<p>Yr5/6</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use and spell correctly the Year 3/ 4 and 5/ 6 spellings.</p>	<p>Write legibly, in joined handwriting, at speed.</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement or handwriting that is best suited for a task.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, across a range of texts.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed, noting and developing initial ideas, drawing on reading and research where necessary GDS.</p> <p>Selecting appropriate grammar and vocabulary to suit text type, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and create atmosphere.</p> <p>Integrating dialogue to convey character and advance the action.</p> <p>Using paragraphs and further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing and ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register GDS.</p> <p>Proofread for spelling and punctuation errors and precise longer passages.</p>	<p>Use a thesaurus.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using the perfect form of verbs to mark relationships of time and cause and converting nouns or adjectives into verbs, verb prefixes.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) and relative pronouns.</p> <p>Use devices to build cohesion, including adverbials of time, place and number, including further cohesive devices such as grammatical connections and adverbials.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, and have conscious control over formality GDS.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Use synonyms & antonyms.</p> <p>Use of ellipsis and apostrophes for contraction.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list and punctuating bullet points consistently.</p> <p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>
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