

By the end of Year 1 the expectation is that a child would be able to demonstrate the following ...

- Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.
- Writes sentences by sequencing sentences to form short narratives and re-reading to check for sense.
- Spells words containing each of the 40+ phonemes already taught.
- Can name the letters of the alphabet in order.
- Writes from memory simple sentences dictated by an adult that include words using phonics and exception words taught so far.
- Beginning to use capital letters, full stops, question marks and exclamation marks to mark their sentences.

By the end of Year 2 the expectation is that a child...

- Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Develops positive attitudes towards writing for different purposes
- Considers what is going to be written before beginning by thinking about what they want to say sentence by sentence
- Makes simple additions, revisions and corrections to writing by:  
proof-reading to check for errors in spelling, grammar and punctuation  
segmenting spoken words into phonemes (sounds) and representing these by graphemes (letters), spelling many correctly  
learning new ways of spelling phonemes for which one or more spellings are already known  
learning some words with each spelling, including a few common homophones (words with the same sound but different spelling)
- Uses the suffixes –er, -est in adjectives (describing words) and –ly to turn adjectives into adverbs (words that describe verbs/doing words)
- Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Uses the correct choice and consistent use of present tense and past tense throughout a written piece
- Uses capital letters, full stops, question marks and exclamation marks to mark sentences
- Uses commas to separate items in a list

By the end of Year 3 the expectation is that a child...

- Organises paragraphs around a theme
- In narratives (stories), creates settings, characters and plot
- Proof-reads for spelling and punctuation errors
- Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel, eg a rock, an open box
- Expresses time, place and cause using conjunctions
- Introduces inverted commas to punctuate direct speech
- Uses heading and sub-headings to aid presentation
- Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.
- Is beginning to use joined handwriting throughout independent writing
- Is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear
- Is beginning to understand how writing can be different from speech.

By the end of Year 4 the expectation is that a child...

- Organises paragraphs around a theme
- In narratives, creates setting, characters and plot
- Proof-reads for spelling and punctuation errors
- Writes from memory simple sentences, dictated by an adult, that include words and punctuation taught so far
- Uses standard English forms for verb inflections instead of local spoken forms
- Uses fronted adverbials (using an adverb to start a sentence)
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Uses inverted commas and other punctuation to indicate direct speech
- Is able to write ideas down quickly, using the punctuation and grammar taught throughout Year 4
- Uses joined-up handwriting throughout all independent work
- Recognises the difference between standard English and non-standard English
- Writes for a range of real purposes and audience as part of the work across the curriculum
- Adopts, creates and sustains a range of roles.

By the end of Year 5 the expectation is that a child...

- Identifies the audience for, and the purpose of, the writing
- Selects the appropriate form and uses other similar writing as models for their own
- Proof-reads for spelling and punctuation errors
- Ensures the consistent and correct use of tense throughout a piece of writing
- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)
- Describes settings, characters and atmosphere
- Converts nouns or adjectives into verbs using suffixes (eg -ate, -ise, -ify)
- Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)
- Uses devices to build cohesions within a paragraph (eg then, after that, this, firstly)
- Uses commas to clarify meaning or avoid ambiguity
- Selects a handwriting style appropriate to the task
- Structures and organises a range of texts effectively for different purposes
- Uses knowledge of language gained from stories, poetry, non-fiction and textbooks to facilitate writing
- Writes effective descriptions
- Applies a knowledge of linguistic terms, including those to describe grammar, do they can discuss their writing and reading
- Understands the differences between standard English and non-standard and can apply what has been learnt, for example, in writing dialogue for characters.

By the end of Year 6 the expectation is that a child...

- Identifies the audience for, and purpose of, the writing
- Selects the appropriate form and uses other similar writing as models for their own
- Proof-reads for spelling and punctuation errors
- Ensures the consistent and correct use of tense throughout a piece of writing
- Using further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)
- Can describe settings, characters and atmosphere
- Uses dictionaries to check spelling and meaning of words
- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' verses 'The window in the greenhouse was broken (by me)')
- Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- Uses the colon to introduce a list
- Punctuates bullet points to list information
- Can consciously control the structure of sentences in writing and understand why sentences are constructed as they are
- Can generate ideas, draft, and re-read a piece of writing to check that the meaning is clear
- Can adopt, create and sustain a range of role, responding appropriately to other in role (both verbally and non-verbally)
- Creates an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances
- Demonstrates a mastery of language through public speaking, performance and debate
- Applies knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading and draw on their knowledge of words to spell correctly.