

# **Hamble Primary School**

## **‘Learning for Life’**



## **End of Year Statements for Writing**



**Based on the NAHT Key Performance Indicators**

**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 (see National Curriculum documentation for more detail)

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 suffices (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.