



## NEW NATIONAL CURRICULUM

### SUBJECT AREA: Writing

#### End of year expectations:

##### Year 1

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- 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
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using *and*
- beginning 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'

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

**Text** Sequencing **sentences** to form short narratives

**Punctuation** Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun I**

**Terminology for pupils** letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

#### End of year expectations:

##### Year 2

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events

- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- 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
- make simple additions, revisions and corrections to their own writing by:
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Develop their understanding of the concepts by:

- learning how to 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)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

**Text** Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

**Punctuation** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

**Terminology for pupils** noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma

**End of year expectations:**

**Year 3**

- Writing effectively uses features of the given form, as appropriate to audience, purpose and context. Ideas from across their reading influence their writing.
- In narratives, simple settings, characters are independently created along with a coherent plot.
- Direct speech is used in a simple way.
- In non-narratives, paragraphs are beginning to be used to group information and related material.
- Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).
- Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.
- Where appropriate the present perfect form of verbs instead of the simple past is used accurately and consistently.
- Common punctuation is almost always accurate, including some use of inverted commas to indicate direct speech.

**Sentence** Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

**Text** Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

**Punctuation** Introduction to inverted commas to **punctuate** direct speech

**Terminology for pupils** preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or ‘speech marks’)

**End of year expectations:**

**Year 4**

- Writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion.
- In narratives, more detailed settings, characters are created along with a coherent plot.
- Conjunctions, adverbs and prepositions are used to express time, place or cause.
- Fronted adverbials add detail.
- In narratives description and word choices add detail and create atmosphere.
- Paragraphs are used to group related ideas. In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.
- Devices are used to aid presentation of information
- Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- Use of plurals and possessive –s is mainly accurate.
- Writing often demonstrates a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause.
- Noun phrases modified by adjectives add cohesion and avoid repetition.
- Fronted adverbials are used accurately.
- Tense choice is accurate and maintained. Tenses change where appropriate.
- Common punctuation is accurate, including commas after fronted adverbials. Errors are often self-corrected at the redrafting stage.

**Sentence**

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

**Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

**Text**

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

**Punctuation**

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

**Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]

Use of commas after **fronted adverbials**

**Terminology for pupils**

determiner

pronoun, possessive pronoun

adverbial

**End of year expectations:**

**Year 5**

- Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion.
- Writing uses progressively varied and rich vocabulary and a range of sentence structures.
- Structure and organisation of writing is informed by its audience, purpose and context.
- In narrative writing settings, characters and plot are created successfully.
- Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby) Ideas are linked across paragraphs.
- In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining).
- Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
- Relative clauses successfully add detail and description.
- Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).
- Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). Fronted adverbials are used to vary sentence structure.
- A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.

**Sentence**

**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

**Text**

Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

**Punctuation**

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

**Terminology for pupils**

modal verb, relative pronoun

relative clause

parenthesis, bracket, dash

cohesion, ambiguity

**End of year expectations:**

**Year 6**

- Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.
- Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning and structure and organisation of writing is informed by its audience, purpose and context.
- In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
- Appropriate choice of tense supports whole text cohesion and coherence.
- In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
- When required, longer passages are précised appropriately.
- Expanded noun phrases are used to convey complicated information concisely.
- Paragraphs develop and expand some ideas, descriptions, themes or events in depth.
- A range of cohesive devices link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).
- Across writing vocabulary and grammatical choices suit both formal and informal situations.
- Where appropriate, relative clauses use a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.
- The perfect form of verbs marks relationships of time and cause. Modal verbs and adverbs indicate degrees of possibility, probability and certainty.
- The passive voice is used to affect the presentation of information.
- A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).

**Text** Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

**Punctuation** Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

**Punctuation** of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

**Terminology** subject, object

**for pupils**

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon

bullet points