



Loving minds ♥ hearts ♥ hands.

Expectations in Writing at St Ambrose

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

(National Curriculum 2014)

These skills need to be taught daily during RWI Phonics and Literacy and Language.

The skills need to be practiced across the curriculum through extended writing.

The expectation is at least **one piece of extended writing per week** in books. This can be cross curricular and should be in the Extended Writing/ Big Write books, RE books or Topic/Science books, depending on the writing.

I expect the WAGOLL writing display to be updated with your best piece of work continuously (so the best writing your class has produced is always on the display).

I have summarised the expectations for each year group for Writing.

Reception

Expected

Use phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exceeding

Can spell phonetically regular words (Green Words) of more than 1 syllable as well as many irregular but high frequency words (Red Words). Use key features of narrative in own writing.

Year 1 Expectations:

Transcription

- 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 and the digits 0-9.
- Understand which letters belong to which handwriting 'families'
- (i.e. letters that are formed in similar ways) and to practise these.
- Identify known phonemes in unfamiliar words.
- Use syllables to divide words when spelling.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Use the spelling rule for adding s or es for verbs in 3rd person singular.
- Name the letters of the alphabet in order.
- Use letter names to show alternative spellings of the same phoneme.

Composition

- Compose a sentence orally before writing it.
- Sequence sentences to form short narratives.
- Sequence sentences in chronological order to recount an event or an experience.
- Re-read what they have written to check that it makes sense.
- Leave spaces between words.

- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Use 'and' to join sentences together.
- Know how the prefix 'un' can be added to words to change Meaning.
- Use the suffixes: s, es, ed, er and ing within their writing.

Year 2

Transcription

- Segment spoken words into phonemes and record these as graphemes.
- Spell words with different alternative spellings, including a few common homophones.
- Spell longer words using suffixes such as ment, ness, ful, less, ly.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Identify known phonemes in unfamiliar words and use syllables to divide words.
- Form lower case letters of the correct size relative to one another.
- Begin to use some of the diagonal and horizontal strokes needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Composition

- Write narratives about personal experiences and those of others (real or fictional).
- Write for different purposes, including real events.
- Plan and discuss the content of writing and write down ideas.
- Orally rehearse structured sentences or sequences of sentences.
- Evaluate writing independently, with peers and with teacher.
- Proof-read to check for errors in spelling, grammar and punctuation.
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists.

- Use a capital letter for the names of people, places, the days of the week and the personal pronoun 'I'.
- Use subordination (using when, if, that or because) and co-ordination (using or, and or but).
- Use present and past tenses correctly and consistently including the progressive form.

Exceeding Expectations

- Descriptions are clear enough for people to recognise what is meant even when things are not named.
- Use some phrases and words that they come across in reading.
- Use words like 'suddenly' or 'amazingly' so that writing grips the readers interest.
- Stories have interesting endings that have been carefully thought about.
- Consistent in using the first or third person.
- Keep writing interesting throughout and not be tempted to look at quick ways to finish it.
- Check that capital letters, commas and question marks are used when needed and attempt to use speech marks.
- Use a dictionary to check spellings of words.
- Use specific nouns when needed e.g. terrier, instead of dog.
- Take time to describe characters and events within stories, rather than move from one event to another.

Year 3 Expectations

Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example -form nouns using super, anti, auto.
- Recognise and spell additional homophones, for example-he'll, heel, heal.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell correctly word families based on common words, for example -solve, solution, resolve.
- Spell identified commonly misspelt words from Year 3 and 4 word list.
- Make analogies from a word already known to apply to an unfamiliar word.
- Identify the root in longer words.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of handwriting.

Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary.
- Compose sentences using a wider range of structures linked to the grammar objectives.
- Write a narrative with a clear structure, setting, characters and plot.
- Write a non-narrative using simple organisational devices such as headings and sub-headings.
- Suggest improvement to writing through assessing writing with peers and self-assessment.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.
- Use the perfect form of verbs to mark relationships of time and cause.
- Proof-read to check for errors in spelling and punctuation errors.

Exceeding Expectations

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- Give careful thought to the planning of writing and re-read it as a matter of course.
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- Use words that have not been used before when describing events, characters and feelings.
- Use powerful verbs to show character or add impact.
- Vary sentences, adding phrases to make the meaning more precise
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour.
- Describe characters and include feelings and emotions when needed.
- Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.
- Check punctuation and use speech marks and apostrophes accurately.

Year 4

Transcription

- use further prefixes and suffixes and understand how to add them e.g. for example -ation, ous, ion, ian, ing.

- spell further homophones, for example, accept and except, whose and who's.
- spell words that are often misspelt from the Y3 and 4 list.
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives.
- Orally rehearse structured sentences or sequences of sentences.
- Begin to open paragraphs with topic sentences.
- Write a narrative with a clear structure, setting, characters and plot.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.
- Use a range of sentences with more than one clause.
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
- Use fronted adverbials, for example, 'Later that day, I went shopping.
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'.
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials.

Exceeding Expectations

- Carry out some research to find words that are particular to the event being written about.
- Re-organised writing independently to give greater impact.
- Use short sentences to speed up action sequences.
- Use dialogue and reactions from other characters to make characters more interesting.

- Recognise when a simile may generate more impact than a metaphor, and vice versa.
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image.
- Re-order sentences so that they create maximum effect.
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- Use commas or ellipses in order to create greater clarity and effect.

Year 5

Transcription

- Form verbs with prefixes, for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix, for example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters e.g. knight, psalm, solemn.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and decide, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Composition

- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far.
- Use grammatical features and vocabulary appropriate for the text types taught so far.
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.

- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.
- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use brackets, dashes or commas to indicate parenthesis.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the formal and informal spoken and written language.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Exceeding Expectations

- Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- Use changes in time and place to guide the reader through the text.
- Use paragraphs to organise information logically and shape a non-fiction text effectively.
- Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
- Close text with reference to its opening.
- Re-order sentences to create impact on the reader.
- Use expanded noun phrases to add well thought out detail to writing.

- Use punctuation to clarify meaning of sentences - commas to mark phrases and clauses.
- Use dialogue effectively and punctuate it accurately.

Year 6

Transcription

- Convert verbs into nouns by adding suffixes, for example, tion, ure.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Understand that the spelling of some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Composition

- Identify the audience for and purpose of the writing.
- Choose the appropriate form and register for the audience and purpose of the writing.
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
- Use developed noun phrases to add detail to sentences.
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clauses.
- Sustain and develop main ideas logically in narrative and non-narrative writing.
- Use character, dialogue and action to advance events in narrative writing.
- Summarise text, conveying key information.
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.

- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Exceeding Expectations

- Choose the appropriate style and form for the purpose and audience of the writing.
- Use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- Write paragraphs with a clear focus.
- Write paragraphs with different structures and lengths.
- Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs / adverbials, use of pronouns.
- Use different sentence structures and length to suit the purpose and audience of the writing.
- Use a range of sentence types for impact and specific effect on the reader.
- Control complex sentences, manipulating the clauses to achieve specific effects.
- Use punctuation to convey and clarify meaning, including colon and semi-colon.
- Make precise and specific word choices according to the text type and audience.
- Summarise longer texts precisely, identifying the key information.
- Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report.

- Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.