

**Brunswick House Primary School**  
**End of Year 1 – 6 End of Year Writing Expectations**

**Year 1**

**Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:**

To write sentences in order to create short narratives and non-fiction texts.

To use some features of different text types (although these may not be consistent).

To reread their writing to check that it makes sense and make suggested changes.

To use adjectives to describe.

To use simple sentence structures.

To use the joining word (conjunction) 'and' to link ideas and sentences.

**Has an awareness of:**

capital letters for names, places, the days of the week and the personal pronoun 'I'.

finger spaces.

full stops to end sentences.

question marks.

exclamation marks.

To spell most words containing previously taught phonemes and GPCs accurately.

To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

To write lower case and capital letters in the correct direction, starting and finishing in the right place.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

The statements in pink relate to composition, the statements in green relate to grammar and punctuation and the statements in blue relate to transcription.

## Year 2

Working at the Expected standard	
Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarcating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	

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## Year 3

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To begin to use ideas from own reading and modelled examples to plan their writing.
To demonstrate an increasing understanding of purpose and audience.
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.
To make deliberate ambitious word choices to add detail.
To begin to create settings, characters and plot in narratives.☐
To begin to organise their writing into paragraphs around a theme.
To maintain the correct tense (including present perfect tense) throughout a piece of writing.
To use the full range of punctuation from previous year groups.
To use inverted commas in direct speech.
To use subordinate clauses.
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
To use 'a' or 'an' correctly most of the time.
To spell many words with prefixes correctly, e.g. <b>irrelevant, autograph, incorrect, disobey, superstar, antisocial.</b>
To spell many words with suffixes correctly, e.g. <b>usually, poisonous, adoration.</b>
To begin to spell homophones correctly, e.g. which and witch.
To spell some of the Year 3 and 4 statutory spelling words correctly.
To use a neat, joined handwriting style with increasing accuracy.

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## Year 4

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
To write narratives with a clear beginning, middle and end with a coherent plot.
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
To create more detailed settings, characters and plot in narratives to engage the reader.
To consistently organise their writing into paragraphs around a theme.
To maintain an accurate tense throughout a piece of writing.
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use all the necessary punctuation in direct speech mostly accurately.
To use apostrophes for singular and plural possession with increasing confidence.
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar,
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
To spell homophones correctly, e.g. which and witch.
To spell all of the Year 3 and 4 statutory spelling words correctly.
To consistently use a neat, joined handwriting style.

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## Year 5

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
To describe settings, characters and atmosphere to consciously engage the reader.
To use dialogue to convey a character and advance the action with increasing confidence.
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
To create paragraphs that are usually suitably linked.
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
To use the full range of punctuation from previous year groups.
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
To use brackets, dashes or commas to begin to indicate parenthesis.
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
To spell many verb prefixes correctly, e.g. <b>de</b> activate, <b>over</b> turn, <b>mis</b> conduct, etc.
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
To spell many words correctly from the Y5/6 statutory spelling list.
To write legibly, fluently and with increasing speed.

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## Year 6

### Working at the Expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):

in narratives, describe settings, characters and atmosphere

integrate dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)

spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>2</sup> The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined'.

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