**Reception Writing Expectations**

*Listed in an approximate hierarchy*

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|  | **No.** | **Expectation** |  |
| **Developing** (3 to 4 Year Old) |  | Will tolerate hand manipulation. |  |
|  | Will work with another to allow mark making using body parts or an implement. |  |
|  | Will attempt to mark make independently. |  |
|  | Can recognise mark making materials |  |
|  | Can use and enjoys mark making materials. |  |
|  | Can show some control in mark making. |  |
|  | Can produce some recognisable letters. |  |
|  | Can write initial letter of own name. |  |
|  | Will attempt to ‘write’ things, including own name using random letters. |  |
|  | Can differentiate between different letters and symbols. |  |
|  | Shows some awareness of sequencing of letters. |  |
|  | Will write own name with wrong letter formations or mixed lower / upper case |  |
|  | Can copy over/under a model. |  |
|  | Can imitate adults’ writing and understands the purpose of writing. |  |
|  | Is aware of different purposes of writing. |  |
|  | Can ascribe meaning to own mark making, (‘reads’ what has been ‘written’). |  |
|  | Knows print has meaning and that, in English, is read from left to right and top to bottom. |  |
| **Secure** (End of Reception) |  | Can hold and use a pencil effectively. |  |
|  | Can write single letters or groups of letters which represent meaning. |  |
|  | Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling. |  |
|  | Can say what they want to write, speaking in clearly defined statements or sentences. |  |
|  | Can spell some common, single syllable words correctly in writing, including many of the words in the Year R High Frequency list and the Early Years Outcomes |  |
|  | Can write simple statements in a range of contexts that can be read without the child’s help and that make sense, although letter shapes and spelling may not be fully accurate. |  |

**Year 1 Writing Expectations**

*Listed in an approximate hierarchy*

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| **No.** | **Expectation** |  |
|  | Can write own first name with appropriate upper and lower case letters (may not be accurate). |  |
|  | Can form most letters clearly, although size and shape may be irregular. |  |
|  | Writes simple regular words, some spelt correctly. |  |
|  | Always leaves spaces between words. |  |
|  | Begins to make phonic attempts at words. |  |
|  | Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly. |  |
|  | Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc). |  |
|  | Can show some control over letter size, shape and orientation in writing. |  |
|  | Can say what writing says and means. |  |
|  | Can produce own ideas for writing. |  |
|  | Can show some control over word order producing logical statements. |  |
|  | Can spell most common words correctly *(most R / Y1 High Frequency words and the words on Year 1 list in the N.C.).* |  |
|  | Can make recognisable attempts at spelling words not known, *(almost all decodable without the child’s help).* |  |
|  | Can write simple texts such as lists, stories, reports, recounts *(A paragraph or more)* |  |
|  | Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.) |  |
|  | Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate). |  |
|  | Can use ANY conjunction, (may only ever be ‘and’) to join 2 simple sentences, thoughts, ideas etc. |  |
|  | Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements. |  |
|  | Can use logical phonic strategies when trying to spell unknown words in more than three statements. |  |
|  | Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences. |  |
|  | Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell). |  |

**Year 2 Writing Expectations**

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| **No.** | **Expectation** |  |
|  | Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly ‘flows’ as it has lost the ‘list like’ form typical of some early writing, at least a paragraph in length. |  |
|  | Can control use of ascenders/descenders and upper/lower case letters in handwriting. |  |
|  | Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can’t be ticked. If another genre, it can be as they will already know those three |  |
|  | Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list). |  |
|  | Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause). |  |
|  | Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context) |  |
|  | Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least). |  |
|  | Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). |  |
|  | Can usually maintain use of basic sentence punctuation in a piece close to a side of A4 in length. |  |
|  | Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1. |  |
|  | Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words |  |
|  | Can use conjunctions other than ‘and’ to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because). |  |
|  | Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession |  |
|  | Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.) |  |
|  | Can link ideas and events, using strategies to create ‘flow’ (e.g. Last time, also, after, then, soon, at last, and another thing….). |  |
|  | Can use adjectives and descriptive phrases for detail and emphasis (use of expanded noun phrase, consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – ‘Big Billy Goat Gruff’). |  |
|  | Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable) |  |
|  | Can use accurate and consistent handwriting |  |
|  | Begins to show evidence of joining handwriting. |  |
|  | Uses past and present tenses correctly. |  |

*Listed in an approximate hierarchy*

**Year 3 Writing Expectations**

*Listed in an approximate hierarchy*

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| **No.** | **Expectation** |  |
|  | Can produce work which is organised, imaginative and clear (e.g. simple opening and ending). |  |
|  | Can usually join their handwriting. |  |
|  | Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can’t be ticked. If another genre, it can be as they will already know those three. |  |
|  | Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points). |  |
|  | Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. ‘volcano’ or ‘evaporate’). |  |
|  | Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief). |  |
|  | Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well) |  |
|  | Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally) |  |
|  | Can use pronouns appropriately to avoid the awkward repetition of nouns. |  |
|  | Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe |  |
|  | Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure). |  |
|  | Is beginning to use paragraphs. |  |
|  | Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries). |  |
|  | Can write neatly, legibly and accurately, mainly in a joined style. |  |
|  | Can use adjectives and adverbs for description. |  |
|  | Can spell phonetically regular, or familiar common polysyllabic words accurately, and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1. |  |
|  | Can develop characters and describe settings, feelings and / or emotions, etcetera. |  |
|  | Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually…). |  |
|  | Can attempt to give opinion, interest or humour through detail. |  |
|  | Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win) |  |
|  | Is beginning to develop a sense of pace (lively and interesting). |  |

**Year 4 Writing Expectations**

*Listed in an approximate hierarchy*

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| **No.** | **Expectation** |  |
|  | Can write in a lively and coherent style. |  |
|  | Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can’t be ticked. If any other genre, it can be as pupils will already know those three. |  |
|  | Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. ‘volcano’ or ‘evaporate’). |  |
|  | Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera). |  |
|  | Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately. |  |
|  | Can write neatly, legibly and accurately, usually maintaining a joined style. |  |
|  | Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc). |  |
|  | Can use links to show time and cause. |  |
|  | Can open sentences in a wide range of ways for interest and impact. |  |
|  | Can use paragraphs although may not always be accurate |  |
|  | Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction). |  |
|  | Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – ‘The little, old man who lived on the hill...’; ‘... by the lady who taught me the guitar,...’ ; subordinate clauses – ‘I felt better when...’. |  |
|  | Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C |  |
|  | Can use nouns, pronouns and tenses accurately and consistently throughout. |  |
|  | Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick). |  |
|  | Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.  |  |
|  | Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera). |  |
|  | Can advise assertively, although not confrontationally, in factual writing, (e.g. ‘An important thing to think about before deciding…; ‘We always need to think about…’). |  |
|  | Can develop ideas in creative and interesting ways. |  |

**Year 5 and 6 Writing Expectations**

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*Listed in an approximate hierarchy*

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| **No.** | **Expectation** |  |
|  | Can produce well-structured and organised writing using a range of conventions in layout. |  |
|  | Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English). |  |
|  | Can select the correct genre for audience and purpose, and use it accurately |  |
|  | Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct). |  |
|  | Can use paragraphs consistently and appropriately. |  |
|  | Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table). |  |
|  | Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience. |  |
|  | Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment). |  |
|  | Can use complex sentence structures appropriately. |  |
|  | Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. |  |
|  | Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis) |  |
|  | Can write neatly, legibly and accurately in a flowing, joined style. |  |
|  | Can adapt handwriting for a range of tasks and purposes, including for effect |  |
|  | Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C.  |  |
|  | Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child). |  |
|  | Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (action, dialogue, quotation, formal or informal style, aside, observation, suspense). |  |
|  | Can vary sentence length and word order confidently to sustain interest, (e.g. ‘Having achieved your goals at such an early age, what motivates you to continue? Why fight on?’). |  |
|  | Can use a range of devices to adapt writing to the needs of the reader, (headings, subheadings, bullets, underlining, parenthesis, introduction to give context, footnote, contents, bibliography). |  |
|  | Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile). |  |
|  | Can interweave implicit and explicit links between sections. |  |
|  | Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses). |  |
|  | Can show confident and established ‘voice’ |  |

**KS2 Greater Depth Writing Expectations**

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| **No.** | **Expectation** |  |
|  | Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.) |  |
|  | Can open and close writing in interesting, unusual or dramatic ways, when appropriate. |  |
|  | Can use the full range of punctuation, almost always accurately and precisely, including for subdivision, effect, listing, direct speech, parenthesis, etc. |  |
|  | Can write neatly, legibly and accurately and fluently, in a joined style. |  |
|  | Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example. |  |
|  | Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera. |  |
|  | Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences. |  |
|  | Can use clauses confidently and appropriately for audience and purpose. |  |
|  | Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come. |  |
|  | Can group items for effect, before or after the verb. |  |
|  | Can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment. |  |
|  | Can write with confidence and imagination. |  |
|  | Can adapt writing for the full range of purposes, always showing awareness of audience and purpose. |  |
|  | Can consciously vary levels of formality according to purpose and audience. |  |
|  | Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc. |  |
|  | Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age) |  |
|  | Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal. |  |
|  | Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect. |  |
|  | Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect. |  |
|  | Can use pertinent and precise detail as appropriate. |  |
|  | Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses. |  |