



Writing Expectations at St Joseph's Primary, Lancaster

	Nursery Reception
Purpose	
Grammar & Sentence	Simple sentences are written that can be read by the child and others
Punctuation	Capital letters are used for I
Structure & Organisation	Write own name, labels and captions
Vocabulary & Spelling	There are spaces between words Common words are spelt correctly other words are phonetically plausible Words are written in ways which match spoken sounds, using phonic knowledge Writes irregular common words (e.g. to, go, the, she, he)
Handwriting	Letter formation is accurate and leads from the left



Writing Expectations at St Joseph's Primary, Lancaster

	Year 1
Purpose	
Grammar & Sentence	Write sentences by re-reading what they have written to check that it makes sense
Punctuation	Most sentences start with a capital letter and end with a full stop Beginning to punctuate sentences using question marks or exclamation marks Capital letters are used for I Capital letters are used for names of people, places and days of the week
Structure & Organisation	Write sentences by sequencing sentences to form short narratives Finger spaces between words Sentences show coordination using and Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Vocabulary & Spelling	Can spell all CVC words correctly (e.g. bat, cat, sit etc) Beginning to spell plural nouns s or es (e.g. dog, wishes) Beginning to spell of words with suffixes ending in -ing, -ed, -er and -est where no change to the root word is required Most common exception words (Year 1) are spelt correctly
Handwriting	Letter formation is accurate and letters are led from the left



Writing Expectations at St Joseph's Primary, Lancaster

	Year 2
Purpose	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Grammar & Sentence	Use present and past tense mostly correctly and consistently
Punctuation	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Structure & Organisation	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Use co-ordination (e.g. or / and / but) to join clauses Use some subordination (e.g. when / if / that / because) to join clauses
Vocabulary & Spelling	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words
Handwriting	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters



Writing Expectations at St Joseph's Primary, Lancaster

	Year 3
Purpose	Children should use the appropriate form and produce work that is clear and uses imagination Writing shows a developing vocabulary and an awareness of the effectiveness of their writing
Grammar & Sentence	Compose and rehearse sentences using an increasing range of sentence structures Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
Punctuation	Sentence punctuation used accurately Beginning to use inverted commas to punctuate direct speech
Structure & Organisation	Beginning to use paragraphs to group material Use headings and subheadings to aid presentation
Vocabulary & Spelling	Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Demonstrate a knowledge of spelling some common homophones (appendix 2)
Handwriting	Mostly joining letters



Writing Expectations at St Joseph's Primary, Lancaster

	Year 4
Purpose	<p>Children should use the appropriate form and produce work that is clear and uses imagination showing an awareness of the purpose</p> <p>Writing shows a varied vocabulary and that they are assessing the effectiveness of their writing</p>
Grammar & Sentence	<p>Interest and detail is added through adverbs and noun phrases expanded and modified by adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>
Punctuation	<p>Sentence punctuation used accurately</p> <p>accurate use of inverted commas and using a comma after the reported clause</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</p>
Structure & Organisation	<p>Sentence starters a varied including fronted adverbials marked with commas (e.g. Later that day, I heard the bad news.)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Vocabulary & Spelling	<p>Children should use and spell a range of words using prefixes and suffixes, common words and year 3/4 words</p>
Handwriting	<p>Handwriting should be consistent and joined</p>



Writing Expectations at St Joseph's Primary, Lancaster

	Year 5	Year 6
Purpose	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Can select appropriate imaginative and ambitious vocabulary</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>
Grammar & Sentence	<p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>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)</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	<p>Use the range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech)</p>
Structure & Organisation	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>*In narratives, describe settings, characters and atmosphere</p> <p>*Integrate dialogue in narratives to convey character and advance the action</p> <p>*Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs</p>
Vocabulary & Spelling	<p>Proof-read for spelling and punctuation errors</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Spelling is accurate and includes homophones and some words from the year 5/6 lists (see appendix 2).</p>	<p>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</p>
Handwriting	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Maintain legibility in handwriting when writing at speed</p>