



St. John's
CE Primary School

End of Year Expectations in Writing: EYFS – Year 6

Objectives in black: National Curriculum Statements

Objectives in red: Additional Guidance

EYFS		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation	
Autumn		<p>Represent dominant sounds in words</p> <p>Say and write the initial sound in words</p> <p>Write simple CVC words</p>	<p>Correctly hold their pencil using a pincer grip</p> <p>Sit correctly at a chair when writing</p> <p>Begin to form recognisable letters</p>	<p>Talk about their mark making</p>		<p>Write their own name</p>		
	Spring	<p>Link phonemes to graphemes</p> <p>Write CVC words accurately</p> <p>Write common exception words that have been taught</p> <p>Write a dictated sentence correctly</p> <p>Write CCVC and CVCC words accurately</p> <p>Write some words correctly, others phonetically plausible</p> <p>Write words of more than one syllable</p>	<p>Form recognisable letters</p> <p>Form most letters correctly</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table</p>	<p>Compose an oral sentence</p> <p>Compose an oral sentence and write it</p>	<p>Use the features of a narrative in their writing</p>	<p>Write captions in a meaningful context using set 1 and set 2 sounds</p> <p>Use their phonic knowledge to write simple sentences that can be read by themselves and others</p>	<p>Begin to use finger spaces between words</p>	
	Summer	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Write simple phrases and sentences that can be read by others</p> <p>Re-read what they have written to check that it makes sense</p>		<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">The sentence</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ADD8E6; padding: 5px;">Naming part</td> <td style="background-color: #90EE90; padding: 5px;">Action / being part</td> </tr> </table> </div>	Naming part	Action / being part
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Year 1		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation						
Autumn		<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Name the letters of the alphabet in order</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</p> <p>Write lower-case letters, correctly formed</p> <p>Form most lower-case letters the correct size, relative to one another</p> <p>Leave spaces between words</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p>	<p>Have an awareness that ideas can be organised into a sequence</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">The sentence</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Noun phrase</td> <td style="width: 50%; text-align: center;">Verb phrase</td> </tr> </table> </div>	Noun phrase	Verb phrase	<p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p> <p>Use capital letter for the personal pronoun ‘I’</p>				
	Noun phrase	Verb phrase											
	Spring		<p>Spell the days of the week</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Begin to spell words using contracted forms</p>	<p>Write capital letters, correctly formed</p> <p>Form most capital letters the correct size, relative to one another</p>	<p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Sequence sentences to form short narratives</p>	<p>Write a simple sentence with straight forward subject/ verb agreement</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">The sentence</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Noun phrase</td> <td style="width: 33%; text-align: center;">Verb phrase</td> <td style="width: 33%; text-align: center;">When / where part</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">The sentence and The sentence</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Noun phrase</td> <td style="width: 33%; text-align: center;">Verb phrase</td> <td style="width: 33%; text-align: center;">When / where part</td> </tr> </table> </div>	Noun phrase	Verb phrase	When / where part	Noun phrase	Verb phrase	When / where part
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Summer	<p>Use the prefix un–</p> <p>Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Form capital letters and lower-case letters the correct size, relative to one another</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Use simple prepositions</p>	<p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Write reliably formed simple and compound sentences</p>	<p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>							

Year 2		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn		<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including –ly, –ment, –ness</p>	<p>Form capital letters and lower-case letters the correct size, relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Begin to use simple diagonal joins</p> <p>Begin to use simple horizontal joins</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use –ly to turn adjectives into adverbs e.g. slow/ slowly</p>
	Spring	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use simple diagonal joins</p> <p>Use simple horizontal joins</p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Select relevant content that shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write exclamatory sentences starting with ‘what’ or ‘how’</p> <p>Write commands using the imperative form of a verb</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes –er and –est in adjectives</p>
	Summer		<p>Use complex diagonal joins</p> <p>Use complex horizontal joins</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Use a range of prepositions (behind, before, above, along)</p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g he was shouting</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>

Year 3		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn		<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p> <p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Revise joins taught in Year 2 with a focus on size, proportion and spacing</p>	<p>Writing is clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p>	<p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p>
	Spring	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p>	<p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
	Summer			<p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>	<p>Vary nouns and pronouns for cohesion</p>		<p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p>

Year 4		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn		<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Plural nouns of words ending in 'o'.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>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</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
	Spring			<p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	<p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>		<p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>
	Summer			<p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>

Year 5		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn		<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-'</p> <p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<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>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p>	<p>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Use fronted prepositional phrases for greater effect e.g. Throughout the stormy winter ... / Far beneath the frozen soil ...</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>
	Spring			<p>In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p>	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p>	<p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list</p>
	Summer			<p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>	<p>Use a wide range of devices to build cohesion within paragraphs</p>		<p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

Year 6		Transcription	Handwriting	Composition: Composition and effort	Composition: text structure and organisation	Composition: Sentence structure	Vocabulary, grammar and punctuation
Autumn		<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<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>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p> <p>Revise joins in words linked to spellings with a focus on size, proportion and spacing</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I <u>were</u> or <u>Were they</u> to come</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p>
	Spring			<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Select verb forms for meaning and effect e.g. deliberate change of tense</p>			<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p>
	Summer			<p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p>