



# Bearn's Voluntary Primary School

## Writing: End of Year Expectations



End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>PRE-SCHOOL</b>		<p>I am able to speak in 4-6 word sentences.</p> <p>I can re-tell a familiar story (sequencing).</p> <p>I can talk about stories I have heard.</p> <p>I can understand and respond to questions.</p> <p>I can give and follow instructions in my play.</p>	<p>I can attempt to use a tripod (3 fingered) grip.</p> <p>I can copy a writing pattern (as a precursor to writing).</p> <p>I can accurately form some letters in my name.</p>	<p>I can hear and recognize the initial sound in a word (such as 'c' in cat, 'm' in mother).</p> <p>I can spot and suggest at least two rhyming words.</p> <p>I can recognize and identify sounds in the environment (dogs barking, water running, body percussion, etc).</p> <p>I have completed phase 1 of phonics.</p>	

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>RECEPTION</b>	<p>I can use a capital letter at the beginning of my own name.</p> <p>I can write short sentences using a capital letter and full stop.</p> <p>I can use finger spaces.</p>	<p>I can use complete sentences in everyday talk, using past, present and future tenses correctly.</p> <p>I can retell a known story (and I may use my own words to do this).</p> <p>I can use phonic knowledge to make a plausible attempt to write a dictated sentence.</p> <p>I am beginning to write simple sentences that can be read by others.</p> <p>I can write my own name.</p>	<p>I can use a tripod (3-fingered) grip.</p> <p>I can form most letters correctly.</p> <p>I can write recognizable letters.</p>	<p>I can read individual letters of the alphabet by saying the sounds for them.</p> <p>I know the sounds for at least ten digraphs.</p> <p>I can orally blend sounds into words (eg. 'd-o-g' &gt; dog', 'sh-o-p' &gt; 'shop')</p> <p>I can decode (read) CVC words.</p> <p>I can spell some words by identifying the sound and then writing the sound with letter/s.</p> <p>I can reach the end of Phase 3/ beginning of Phase 4 in 'Letters and Sounds' phonics (CVCC &amp; CCVC words eg. milk &amp; slip)</p>	<p>I can write a minimum of at least one sentence and read back my work.</p>

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
--------------------------	-------------	-----------------------	--------------	-----------------------	---------

<b>Year 1</b>	<p>I can use a capital letter and full stop when writing a single simple sentence.</p> <p>I am beginning to use question marks.</p> <p>I am beginning to use exclamation marks.</p> <p>I can use the 'I' pronoun.</p> <p>I can use finger spaces.</p>	<p>I can write simple sentences independently.</p> <p>I can write questions, statements and captions.</p> <p>I can use simple connectives 'and' 'but' and 'because' to join sentences.</p> <p>I can open sentences in a variety of ways eg. 'The' 'My' and 'I'.</p> <p>I can write my first and last name.</p> <p>I can use capital letters and full stops.</p> <p>I can recognise and use suffixes and prefixes. un, ed, ing, er, est, ly, y</p>	<p>I can write on the lines.</p> <p>I can use the correct cursive formation of all letters which are accurately sized.</p> <p>I am beginning to show an understanding of the correct use of upper and lower case letters.</p>	<p>I will reach Phase 5 in 'Letters and Sounds' phonics program.</p> <p>I can attempt to spell unfamiliar/familiar words.</p> <p>I can spell regular polysyllabic words eg. bin/man, snow/ball, sun/hat.</p> <p>I can identify 40 + phonemes.</p> <p>I can spell the days of week</p> <p>I can use letter names to distinguish between alternative spellings of the same phoneme</p>	<p>I can write at least five good quality sentences with evidence of the other four areas.</p>
---------------	---	---	---	--	--

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
--------------------------	-------------	-----------------------	--------------	-----------------------	---------

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>Year 2</b>	<p>I can punctuate sentences in the course of writing, using capital letters, full stops and question marks independently.</p> <p>I can use exclamation marks and question marks correctly.</p> <p>I can write an exclamatory sentence, starting with 'what' or 'how' and include a verb.</p> <p>I can write questions, comments and statements.</p> <p>I can use commas to separate items in lists.</p> <p>I can use apostrophes in contracted work e.g. couldn't or could've.</p>	<p>I can write sentences using some adjectives to create a noun phrase to add specific detail.</p> <p>I can use co-ordinating conjunctions – 'or' 'and' 'but'.</p> <p>I can use subordinating conjunctions 'also' 'then' 'that' 'next' 'when' 'so' 'because' 'if' to write compound sentences.</p> <p>I can open sentences with a range of words including: One day, Once upon a time, Suddenly, First, Then, Next, Last.</p>	<p>I can write using neat, legible cursive script.</p> <p>I can use the correct size and letter formation (there is a clear difference in size between capital and lower case letters).</p>	<p>I will complete Phase 5 and 6 e.g. adding 'ed' 'ing' 'un' 're' 'dis' 'ful' 'ly' 'ment' 'ness' – prefixes and suffixes.</p> <p>I can spell all 200 high frequency words</p> <p>I will be learning Phase 6 sounds</p> <p>I can spell words with contracted form (can't, didn't, hasn't, couldn't, it's, it'll)</p> <p>I can segment spoken words into phonemes and represent these by graphemes – spelling many correctly.</p>	<p>I can write at length (at least ¼ to ½ of a side of A4 in 45 minutes.)</p>

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>Year 3</b>	<p>I can consistently use capital letters and full stops independently and accurately to demarcate all sentences – THIS IS A YEAR 2 TARGET!</p> <p>I can use commas in a list and speech marks.</p> <p>I can use apostrophes for omissions and begin to use them for possession.</p> <p>I can use exclamation marks.</p>	<p>I can write simple and compound sentences. (Two simple sentences can be joined together with a conjunction to make a compound sentence).</p> <p>I can use conjunctions – ‘if’ ‘so’ ‘while’ and ‘since’ – to write compound sentences.</p> <p>I can open sentences to show the order things happen, ‘Also’ ‘After’ ‘During’ ‘Soon’ ‘Before’ ‘Later’.</p> <p>I can use homophones (such as knew and new or meat and meet)</p> <p>I can plan, draft, edit my written work in order to improve.</p> <p>I can write a narrative (an account of a sequence of events, usually in chronological order) and non-narrative.</p> <p>I can begin to use paragraphs.</p>	<p>I can use neat, legible cursive script at all times.</p>	<p>Term 1 – adding ‘ing and ‘le’ and the spelling conventions.</p> <p>Term 2 – plurals and adding suffixes – ‘-ly’ ‘-ful’ ‘-less’ ‘-er’ ‘-able’ ‘-est’</p> <p>Term 3 – pronouns and prefixes – ‘un-’ ‘dis-’ ‘mis-’ ‘in-’ ‘im-’ ‘anti-’ ‘auto-’</p> <p>Words ending in ‘-tion’ ‘-sion’ ‘-cian’ ‘-ssion’ ‘-ture’ – Suffix</p> <p>I can spell some of the Year 3 and 4 statutory word list.</p>	<p>I can write at length. (1/2 to 1 side of A4 in 45 minutes)</p>

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>Year 4</b>	<p><b>Capital letters and full stops MUST be used accurately at all times.</b></p> <p>I can use punctuation marks to independently and accurately demarcate all sentences.</p> <p>I can use correct speech punctuation e.g. commas, questions and exclamation marks etc before the close of the speech marks.</p> <p>I can securely use apostrophes for omissions and to show possession.</p> <p>I am beginning to use commas to separate phrases and clauses within sentences.</p>	<p>I can use conjunctions ‘before’ ‘after’ ‘as well as’ and ‘if’.</p> <p>I can use a wider variety of conjunctions, e.g. before, after, because, although, if.</p> <p>I can vary the openings of sentences to avoid repetition.</p> <p>I can use the third or first person (he/she and they/I).</p> <p>I can write in different tenses – past/present/future.</p> <p>I can write simple and compound sentences and begin to write complex sentences.</p> <p>I can use simple fronted adverbials and punctuate them with a comma, most of the time.</p> <p>I can use paragraphs in most of my writing.</p>	<p>I am continuing to develop my writing style, using cursive script always.</p> <p>I can write at speed whilst maintaining legibility.</p>	<p>I can spell all of the Year 3 and 4 statutory word list including:</p> <ul style="list-style-type: none"> <li>- Homophones and plurals</li> <li>- Suffixes ‘-ly’ ‘-ation’ ‘-ous’</li> <li>- Prefixes ‘im-’ ‘il-’ ‘mis-’ ‘re-’ ‘sub-’ ‘inter-’ ‘anti-’ ‘auto-’</li> </ul> <p>➤ Prefixes or suffixes can be attached to a base or root word to form a new word e.g. retrieval/darkness</p>	<p>I can write at length. (3/4 to 1 side of A4 in 45 minutes)</p>

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>Year 5</b>	<p>I can use capital letters, full stops, exclamations marks and question marks to independently and accurately demarcate <u>all</u> sentences. <b>(MUST USE CAPITALS/ FULL STOPS (YEAR 2 TARGET))</b></p> <p>I can use commas to separate items in a list, clauses and phrases.</p> <p>I am beginning to use ellipses, (...) dashes, semi colons(; and hyphen (-), colons: and parenthesis ( )</p> <p>I can use speech marks, with new lines for the speaker and the correct punctuation.</p> <p>I am securing the use of apostrophes both for contraction - I'm, can't and possession – girl's.</p> <p>I can use a hyphen correctly.</p>	<p>I can write complex sentences, selecting and using a wide range of subordinators (after, since, so that, although).</p> <p>I can use subordinate clauses to add extra information, to give reasons and to explain. (Subordinate clauses, cannot stand alone - <u>Even though</u> <u>Michael hit a home run</u>, our team lost by more than 50 runs.)</p> <p>I am starting and joining sentences with 'although' 'however' 'besides' 'even though' (complex conjunctions)</p> <p>I can write simple and compound sentences and begin to use relative clauses – when a clause is introduced by a relative pronoun (which, that, who, whom, whose) or a relative adverb (where, when, why).</p> <p>I can explore morphology/ etymology of words(word structures/ the history of the forms and meanings of words).</p> <p>I can write showing an awareness of audiences and have a clear voice.</p> <p>I can write in paragraphs and show cohesion across paragraphs.</p> <p>I can use fronted adverbials and punctuate them with a comma consistently.</p>	<p>I am continuing to develop my writing style, using a cursive script in all pieces of writing.</p> <p>I can write at speed half a page in 15 mins, etc whilst maintaining legibility.</p>	<p>I will use spellings that include:</p> <ul style="list-style-type: none"> <li>- unstressed vowels in polysyllabic words and common letter strings.</li> <li>- spelling patterns and rules and prefixes and suffixes.</li> <li>- adding suffixes, word roots and spelling patterns –cious, tious, cial, tial -tions</li> <li>- ance/-ancy, -ent, -ence/-ency/ant</li> <li>- ible, able, ibly, ably</li> <li>- use suffix fer</li> <li>- use ough spellings correctly</li> </ul> <p>I can recognise words with silent letters (know, gnome)</p> <p>I can recognise homophones and spell them correctly</p> <p>I can spell some of the Year 5 and 6 statutory words correctly.</p>	<p>I can write 1 to 1 ½ sides of A4 in 45 minutes.</p>

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Stamina
<b>Year 6</b>  I can use capital letters, full stops, exclamations marks and question marks to independently and accurately demarcate <u>all</u> sentences. <b>(MUST USEFULL STOPS/ CAPITALS (YEAR 2 TARGET))</b>  I am beginning to make use of other punctuation marks such as the semi-colon, colon and bracket, hyphen, dashes ; : ( ) -  I can use a hyphen correctly  <b><u>VOCABULARY</u></b>  Synonym and antonym  Wide variety of vocabulary and identify Tier 1 and Tier 2 words.  Precise choice of vocabulary for purpose	I can use capital letters, full stops, exclamations marks and question marks to independently and accurately demarcate <u>all</u> sentences. <b>(MUST USEFULL STOPS/ CAPITALS (YEAR 2 TARGET))</b>  I am beginning to make use of other punctuation marks such as the semi-colon, colon and bracket, hyphen, dashes ; : ( ) -  I can use a hyphen correctly  <b><u>VOCABULARY</u></b>  Synonym and antonym  Wide variety of vocabulary and identify Tier 1 and Tier 2 words.  Precise choice of vocabulary for purpose	I am securing the use of complex sentences, understanding how clauses can be manipulated to achieve different effects.  I can use interesting and varied sentence openers such as ‘After a while’ ‘Meanwhile’ ‘Before very long’ ‘Anxiously’ ‘Having’ ‘Running’ etc  I can write in paragraphs.  I can use subordinate clauses (Subordinate clauses, cannot stand alone - <u>Even though Michael hit a home run</u> , our team lost by more than 50 runs.).  I can plan/ draft/write/ evaluate/ edit  I can use parentheses  I can use different verb forms accurately. (Active/Passive).  I can use cohesive devices within and across sentences and paragraphs.  I can use relative clauses who,which, etc.  Adverbials	I have developed my writing style, using a cursive script.  I can write at speed whilst maintaining legibility.  I can form letters correct in size in relation to each other	I can spell all the words on the Y3 & 4 word list  I can spell all the words on the Y5 & 6 word list  Spell words ending in –ible, -able, - ably, ibly, -ance, -ence, -cial, -tial, tious, cious,  I can spell a range of homophones and know their meanings  I can recognise words with silent letters (know, gnome)  I can use a dictionary and a thesaurus	I can confidently write a sufficient amount (dependent on task) to demonstrate ability Adding atmosphere –setting.  I can write detailed character descriptions.  I can show my ‘Writers voice’ i.e. humour  I can add detail for interest, noun expansion, etc  I have a strong grasp on features of different genres and can apply features in my writing.  I can use the subjunctive correctly (If I were you).  At least 1-2 pages per 45 minutes during a free write activity.