

| Reception Writing Age Related Expectation Grid |   |                                     |  |
|--|---|-------------------------------------|--|
| Composition                                    |   | Transcription                       |  |
| Planning                                       | <ul style="list-style-type: none"> <li>Orally rehearse sentences before writing</li> </ul>  | Grammar, Vocabulary and Punctuation |  |
| Drafting and Writing                           | <ul style="list-style-type: none"> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</li> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> </ul> |                                     | <ul style="list-style-type: none"> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</li> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> |
| Reviewing And Editing                          |   | Presentation                        | <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>  |

Year 1 Writing Age Related Expectation Grid

| Composition           |   | Transcription                       |   |
|-----------------------|---|-------------------------------------|---|
| Planning              | <ul style="list-style-type: none"> <li>Record ideas e.g. through story mapping</li> <li>Orally rehearse sentences before writing</li> </ul>   | Grammar, Vocabulary and Punctuation | <ul style="list-style-type: none"> <li>Use the names of people, places and things e.g. dragon, castle, butterfly</li> <li>Use the conjunction 'and' to join words e.g. there was a slide and a swing and a roundabout</li> <li>Use the conjunction 'and' to join simple sentences and form compound sentences e.g. I went to the park and it was fun.</li> <li>Generally use the past and present tense correctly</li> <li>Begin to punctuate using a capital letter for the names of people, places, days of the week and I</li> <li>Demarcate sentences using capital letters</li> <li>Demarcate sentences using full stops</li> <li>Begin to use question marks</li> <li>Begin to use exclamation marks</li> </ul> |
| Drafting and Writing  | <ul style="list-style-type: none"> <li>Write sequences of linked sentences</li> <li>Sequence their own sentences to form simple narratives</li> <li>Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions</li> <li>Use simple narrative language features e.g. story language such as once upon a time/one day/happily ever after</li> <li>Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs</li> <li>Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; captions; instructions in the right order</li> </ul> |                                     | Spelling  |
| Reviewing And Editing | <ul style="list-style-type: none"> <li>Re-read writing to check if it makes sense and make simple changes as necessary e.g. spotting omissions</li> <li>Proof-read and edit their writing in relation to the year 1 grammar and spelling expectations</li> </ul>  | Presentation                        | <ul style="list-style-type: none"> <li>Form lower-case letters, capital letters and digits 0-9 correctly.</li> <li>Understand which letters belong to which family (e.g. tall letters, long letters).</li> <li>Leave spaces between words.</li> </ul>   |

Year 2 Writing Age Related Expectation Grid

| <u>Composition</u>           |  | <u>Transcription</u>                       |   |
|------------------------------|--|--|---|
| <b>Planning</b>              | <ul style="list-style-type: none"> <li>Record ideas e.g. through story mapping, flow charts, listing ideas/ facts</li> <li>Orally rehearse sentences before writing</li> </ul>   | <b>Grammar, Vocabulary and Punctuation</b> | <ul style="list-style-type: none"> <li>Use the noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly.</li> <li>Use co-ordinating conjunctions to form compound sentences e.g. or, but, yet, so.</li> <li>Use subordinating conjunctions to add extra information e.g. when, if, that, because.</li> <li>Write sentences with different forms: statement, question, command, explanation.</li> <li>Use the progressive (continuous) form in the present and past tense e.g. I was running/he was shouting as opposed to the simple forms I ran/he shouted.</li> <li>Use accurate verb/tense e.g. we were not we was and subject/ verb e.g. the trees are not the trees is agreement.</li> <li>Demarcate sentences consistently using full stops and capital letters.</li> <li>Use commas in a list e.g. the angry, hungry giant wanted his tea.</li> <li>Demarcate sentences consistently using question marks and exclamation marks.</li> <li>Use apostrophes for contracted forms e.g. don't, I'm.</li> <li>Use apostrophes for singular possession e.g. Tom's football.</li> </ul> |
| <b>Drafting and Writing</b>  | <ul style="list-style-type: none"> <li>Create simple plots in narrative e.g. with a clear beginning, middle and end.</li> <li>Create simple settings in narrative e.g. telling the reader where the story takes place.</li> <li>Create simple characters in narrative e.g. heroes and villains based on their own reading.</li> <li>Use the main language features of narrative e.g. story language, powerful verbs, past tense.</li> <li>Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports.</li> <li>Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters, numbered instructions.</li> <li>Can write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences.</li> </ul> |  | <b>Spelling</b>   |
| <b>Reviewing And Editing</b> | <ul style="list-style-type: none"> <li>Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/ verb.</li> <li>Proof-read and edit their writing in relation to Y2 grammar and spelling expectations.</li> </ul>   | <b>Presentation</b>                        | <ul style="list-style-type: none"> <li>Form correctly sized and orientated lower-case letters, capital letters and digits.</li> <li>Start using some of the diagonal and horizontal strokes needed to join and understand which letters are best left un-joined.</li> <li>Use spacing between words that reflects the size of the letter.</li> </ul>  |

Year 3 Writing Age Related Expectation Grid

| Composition           |   | Transcription                     |  |
|-----------------------|---|-----------------------------------|--|
| Planning              | <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally, including dialogue before writing</li> </ul>  | Grammar, Vocabulary & Punctuation | <ul style="list-style-type: none"> <li>Use noun phrases appropriately in a range of text types to clarify and add detail e.g. <i>the ancient castle; the turquoise butterfly</i></li> <li>Create interest through the use of appropriate word choices and descriptive phrases e.g. <i>the tree branches reached out into the darkness</i></li> <li>Use a range of adverbs e.g. before, next, soon, later and prepositions e.g. <i>in, through, across, beneath</i> to express time, place and cause</li> <li>Use figurative devices such as similes and alliteration e.g. <i>as bright as the sun. the shimmering, shining sun</i></li> <li>Use a mixture of simple and compound sentences</li> <li>Start to write complex sentences by using a range of conjunction such as; as, when, because</li> <li>Use the present perfect form of verbs e.g. <i>he has gone out to play</i> as opposed to <i>he went out to play</i></li> <li>Use commas in lists consistently in fiction and non-fiction e.g. <i>Tom was cold, wet and loney. The thick, green canopy provided shade.</i></li> <li>Demarcate direct speech with inverted commas e.g. <i>can use speech marks (other punctuation may be omitted.) "I'm terrified."</i> Tom whispered</li> <li>Use apostrophes for contractions consistently e.g. <i>won't shouldn't</i></li> <li>Use apostrophes for singular possession consistently e.g. <i>Tom's Football</i></li> </ul> |
| Drafting and Writing  | <ul style="list-style-type: none"> <li>Create and describe plots in narrative e.g. <i>developing the problem</i></li> <li>Create and describe settings in narrative e.g. <i>using precise nouns and adverbs to provide information for the reader</i></li> <li>Create and describe characters in narratives e.g. <i>using interesting adjectives (the frightened boy, the lonely man)</i></li> <li>Consistently use the language features of non-fiction e.g. <i>technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)</i></li> <li>Use a range of organisational features in fiction and non-fiction e.g. <i>headings, sub headings, columns; logical sequencing</i></li> </ul> |                                   | Spelling   |
| Reviewing and Editing | <ul style="list-style-type: none"> <li>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. <i>variety of nouns/pronouns, range of adverbs, sentence structure</i></li> <li>Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations</li> </ul>  | Presentation                      | <ul style="list-style-type: none"> <li>Join letters, deciding which are best left un-joined</li> <li>Write in a legible and consistent style</li> </ul>  |

Year 4 Writing Age Related Expectation Grid

| Composition           |   | Transcription                     |   |
|-----------------------|---|-----------------------------------|---|
| Planning              | <ul style="list-style-type: none"> <li>Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Year 4 expectations)</li> <li>Compose and rehearse sentences orally, including dialogue before writing</li> </ul>  | Grammar, Vocabulary & Punctuation | <ul style="list-style-type: none"> <li>Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest</li> <li>Use noun phrases expanded by prepositional phrases e.g. the vicious troll under the extremely rickety bridge</li> <li>Engage the reader through the use of interesting word choices and descriptive language e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness</li> <li>Use fronted adverbials for effect e.g. later that morning... over the brow of the hill</li> <li>Use figurative devices such as similes and hyperbole e.g. the branches stretched out like witches fingers</li> <li>Use appropriate variety of simple, compound and complex sentences</li> <li>Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however</li> <li>Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs</li> <li>Use commas after fronted adverbials e.g. later that day, after pouring the milk in the jug</li> <li>Use inverted commas (speech marks) and other punctuation to indicate direct speech e.g. 'I'm terrified', Tom whispered, do we have to go?</li> <li>Use apostrophes to indicate plural possession e.g. the children's playground; the dormitory</li> </ul> |
| Drafting and Writing  | <ul style="list-style-type: none"> <li>Create and expand plots in narrative e.g. describing the cause and effect of events, providing more detail</li> <li>Create and expand settings in narrative e.g. describing characters' reactions to the setting; using expanded noun sentences</li> <li>Create and expand characters in narratives e.g. using expanded noun phrases (the terrified boys with trembling hands)</li> <li>Expand the use of narrative language feature e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach)</li> <li>Expand the use of non-fiction language features e.g. clauses to add additional information (If you want the food to stay fresh, put it in the fridge)</li> <li>Use nouns and pronouns to aid cohesion between sentences e.g. feeling terrified, Tom peered around as he crept into the forest.</li> <li>Organise content into relevant paragraphs across the text</li> </ul> |                                   | Spelling  |
| Reviewing and Editing | <ul style="list-style-type: none"> <li>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing</li> <li>Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations</li> </ul>   | Presentation                      | <ul style="list-style-type: none"> <li>Write letters with parallel down strokes and appropriate spacing</li> <li>Write in a legible and consistent style, with increasing quality and speed</li> </ul>  |

Year 5 Writing Age Related Expectation Grid

| <u>Composition</u>           |  | <u>Transcription</u>                         |  |
|------------------------------|--|--|--|
| <b>Drafting and Writing</b>  | <ul style="list-style-type: none"> <li>Identify the audience and purpose for their writing and select the appropriate form e.g. historical narrative, a discussion in RE, notes for a debate in geography</li> <li>Develop settings and atmosphere in detail e.g. using foreshadowing; use of pace and time; using chapters</li> <li>Create and expand settings in narrative e.g. using parenthesis (the forest was terrifying-bleak and foreboding-yet he walked downstairs.) modal verbs (Tom knew he shouldn't have gone into the forest)</li> <li>Develop characters in details e.g. through using dialogue to convey character; describing character's reaction to events</li> <li>Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect</li> <li>Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary dialogue, using bullet points, tables and charts</li> <li>Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue, using bullet points, tables and charts</li> <li>Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives</li> <li>Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person</li> </ul> | <b>Grammar, Vocabulary &amp; Punctuation</b> | <ul style="list-style-type: none"> <li>Use noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path to avoid the traps at his feet</li> <li>Use precise phrases and vocabulary e.g. the beetle scuttled</li> <li>Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly</li> <li>Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must</li> <li>Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. gnarled fingers stretched out from the tree trunk. Like Hercules, his strength was well-known</li> <li>Use embedded clauses e.g. Tom, whose heart was beating furiously was running for his life</li> <li>Use relative clauses beginning with who, which, where, when, whose and that</li> <li>Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, even though he was terrified</li> <li>Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. controlling writing where there is a need to switch between tenses</li> <li>Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate the possibility within persuasion (It could be argued that...)</li> <li>Use commas accurately to demarcate clauses in complex sentences e.g. stopping in a forest clearing, which was now dark, Tom wondered how to get out alive.</li> <li>Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. the doctor seemed satisfied with the operation, he said 'she'll be fine.'</li> </ul> |
|                              |  |  | <b>Spelling</b>  |
| <b>Reviewing and Editing</b> | <ul style="list-style-type: none"> <li>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. cohesion within paragraphs; modals, clauses</li> <li>Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations</li> </ul>  | <b>Presentation</b>                          | <ul style="list-style-type: none"> <li>Write fluently and legibly with speed and a personal style</li> </ul>   |

Year 6 Writing Age Related Expectation Grid

|                      |  | Composition                       | Transcription   |
|----------------------|--|-----------------------------------|---|
| Drafting and Writing | <ul style="list-style-type: none"> <li>Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. non-chronological report about the weather including a short explanation of the water cycle</li> <li>Control and maintain more complex plots e.g. flashback stories; multiple viewpoints</li> <li>Develop settings and atmosphere in detail e.g. using parenthesis (the forest was terrifying-bleak and foreboding-yet he walked downstairs.) modal verbs (Tom knew he shouldn't have gone into the forest)</li> <li>Develop characters in details e.g. passive voice (the trees loomed over him). The use of the subjunctive (If he were to have known what the forest was like, he never would have entered)</li> <li>Write a range of more sophisticated poetry and experiment with different forms e.g. narrative poems; sonnets, elegies</li> <li>Manipulate and control the use of narrative language features e.g. using language to control time and pace, range of cohesive devices</li> <li>Manipulate and control the use of non-fiction language features e.g. use rhetorical questions; passive voice (sharks are found in)</li> <li>manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument</li> <li>Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses</li> </ul> | Grammar, Vocabulary & Punctuation | <ul style="list-style-type: none"> <li>Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous path to avoid the traps at his nervous feet</li> <li>Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. Tom skulked grudgingly along the empty corridor</li> <li>Use the passive voice deliberately e.g. The breastbone will be cut during the operation (formal) The trees towered over him menacingly (creating empathy) the gun had been stolen from the cabinet (to hide information)</li> <li>Use figurative devices such as extended metaphors and colloquialisms e.g. before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.</li> <li>use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening as he edged nearer his fate</li> <li>add detail and create specific effects to engage the reader through crafting a range of sentence structures and length</li> <li>use the perfect form of verbs to mark relationships of time and cause e.g. they've been staying with us since last week</li> <li>use formal language structures in speech and writing, including the subjective and question tags e.g. if you were to proceed with the operation, you should be aware of the potential risks.</li> <li>Use semi-colons, colons, or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form</li> <li>Use a colon to introduce a list and semi-colons within a list e.g. there are many reasons why fox hunting is barbaric; foxes are harmless creatures; they are always outnumbered</li> <li>Control the use of inverted commas for direct speech, reported speech and quotations</li> <li>Use hyphens to avoid ambiguity e.g. man-eating shark ( a shark that eats a man) man eating shark (a man eating a shark)</li> </ul> |

|                          |  |              |  |
|--------------------------|--|--------------|--|
|                          |  | Spelling     | <ul style="list-style-type: none"> <li>• Can Spell the Year 6 Common exception words (Schools own list), homophones and words from other origins</li> <li>• Can spell words using all of the Year 5/6 prefixes and suffixes</li> <li>• Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus</li> </ul> |
| Reviewing<br>and Editing | <ul style="list-style-type: none"> <li>• Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs; passive voice; range of clauses</li> <li>• Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations</li> </ul> | Presentation | <ul style="list-style-type: none"> <li>• Write fluently and legibly with speed and a personal style</li> </ul>   |