



Our curriculum is organised to achieve the following expectations in Writing:

Year 1

By the end of Year 1, a child should be able to write simple sentences independently, that include a capital letter at the beginning, a full stop at the end and finger spaces between words, be able to produce pieces of writing that communicate meaning by sequencing sentences; combining ideas into complete sentences. Children must be able to show an understanding of how words can be combined to make sentences. Varied and age-appropriate adventurous vocabulary must be developing and is sometimes used appropriately. Children should begin to include some of the tricky words taught in their independent writing and should be able to read their sentences out loud to an adult. Children should be able to apply simple spelling rules. In Reading children should be recognising familiar words and using a knowledge of phonemes and graphemes to decode unfamiliar words. They should be reading, discussing and enjoying a range of stories, poems and non-fiction texts to promote a curious mind. Children should express personal opinions about stories and listen to what others have to say.

Year 2

By the end of Year 2, a child should be producing pieces of writing that clearly communicate meaning in a variety of different forms independently. Children show some awareness of their audience and maintaining form throughout a piece of writing. Children can develop their ideas in a sequence of varied sentence, applying the skills listed below. Vocabulary used is interesting, varied and appropriate with some word choices used to create interest. Children are able to apply simple spelling rules that have been taught. In Reading, children should be reading age-appropriate texts, showing understanding that is generally accurate. They must be able to express opinions about major events or ideas in stories, poems and non-fiction. They should be able to use more than one strategy, such as phonic, graphic, syntactic and contextual, when reading new and unfamiliar words and establishing their meaning.

Year 3

By the end of Year 3, a child should be producing pieces of writing that are often organised, imaginative and clear, whilst beginning to adapt them for a variety of audiences and purposes. Children should be sequencing their sentences to extend their ideas logically, usually using the 3 correct grammatical structure. The vocabulary used in their writing is chosen for variety and effect, developing a rich vocabulary over time. In Reading, children should be able to decode texts with increasing independence and will be able to confidently make simple inferences.



Year 4

By the end of Year 4, a child should be producing a variety of writing which is lively and thoughtful. Children should be able to sustain their ideas and develop them in interesting ways, using appropriate organisational structures, for the purpose of the reader. Complex sentences used should be grammatically accurate to extend meaning. Vocabulary choices are often adventurous, and words are used for effect, with spelling generally accurate. In Reading, children should be able to decode unfamiliar texts with increasing independence, will be able to confidently make more complex inferences and summarise the plot.

Year 5

By the end of Year 5, a child should produce writing which is varied and interesting. Children should convey meaning clearly in a range of forms for different readers, using a wide range of styles, where appropriate. Their writing should be clearly structured with cohesion and links between paragraphs. Punctuation used accurately, should include; commas, apostrophes, inverted commas and semi-colons, in addition to all previously taught punctuation, and should be used to contribute to meaning. Children should be able to confidently justify their choices to their teacher. Their writing should include a variety of sentence lengths, structures and subjects providing clarity and emphasis. Vocabulary choices should be imaginative, and words should be used precisely. In Reading, children should be able to analyse an author's choice of grammatical structures and begin to comment on their impacts. Children should also make justifiable inferences about texts across a range of forms.

Year 6

By the end of Year 6, a child should be producing writing that engages and sustains the reader's interest, making appropriate adaptations for different forms. A range of sentences is used to create different effects and a range of punctuation is used correctly to clarify meaning. Vocabulary is varied to create different effects. In Reading, children should be able to analyse an author's choice of grammatical structures and confidently comment on their impacts. Children should also make justifiable inferences about texts across a range of forms and give clearly structured responses using evidence from the text.