

Writing in Y3 and Y4

YEAR GROUP EXPECTATIONS



What the National Curriculum requires in writing in Y3 and Y4

WRITING—TRANSCRIPTION:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

HANDWRITING:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

WRITING—COMPOSITION:

- 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
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



Writing in Y3 and Y4

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- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WRITING—VOCABULARY, GRAMMAR AND PUNCTUATION:

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Writing in Y5 and Y6

YEAR GROUP EXPECTATIONS



What the National Curriculum requires in writing in Y5 and Y6

WRITING—TRANSCRIPTION:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- 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
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

HANDWRITING:

- 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
 - choosing the writing implement that is best suited for a task.

WRITING—COMPOSITION:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Writing in Y5 and Y6

YEAR GROUP EXPECTATIONS



What the National Curriculum requires in writing in Y5 and Y6

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

WRITING—VOCABULARY, GRAMMAR AND PUNCTUATION:

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

KS2 Grammar, Punctuation and Spelling 2016

THE EXPECTED STANDARD



In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage Two.

Grammar

- Demonstrate familiarity with a range of word classes and their use, including nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners;
- Apply this terminology to identify familiar words within each word class when presented in a context;
- Recognise and write different types of sentences, including statements, questions, commands and exclamations;
- Demonstrate familiarity with terms relating to a sentence, including subject and object;
- Distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately;
- Identify and use main clauses and subordinate clauses (including relative clauses) in a sentence and construct expanded noun phrases for description and concision;
- Identify and construct fronted adverbial phrases to denote time and place (e.g.: Later that day, I met Tina.);
- Select pronouns appropriately for clarity and cohesion (e.g. The children will be visiting the activity centre. They will try all the activities it has to offer.);
- Distinguish between formal and informal varieties of English (e.g. active / passive, subjunctive) and Standard and non-Standard varieties of English (e.g. use of I and me);
- Use Standard English and formal or informal structures when appropriate;
- Select and construct regular and irregular verb forms that express present and past time, including the progressive and perfect forms (e.g. We are hoping to win. I had swum across the lake.);
- Choose tenses accurately and mostly consistently;
- Ensure that subject and verb agree when using singular and plural nouns in a sentence;
- Identify the active and passive voice in terms of sentence structure; identify modal verbs to express future time and possibility (e.g. I might go to the park. They should be home soon.);
- Identify, form and expand contractions accurately;
- Select appropriate synonyms and antonyms for a wide range of words;
- Use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes;
- Recognise and use words from the same word families.

KS2 Grammar, Punctuation and Spelling 2016

THE EXPECTED STANDARD



Punctuation

- Demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate;
- Use commas to mark clauses or phrases, including fronted adverbials, (eg: The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.) but they may not be able to use them consistently;
- Use inverted commas to denote speech and place these correctly in relation to internal punctuation;
- Use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession;
- Identify where punctuation is used to indicate parenthesis;
- Identify colons, semi-colons, single dashes and hyphens but may not be able to use them consistently.

Spelling

- Spell accurately in general, including polysyllabic words that conform to regular patterns and some common exceptions to these, and less common prefixes and suffixes, for example ir-, il-, -cian, -ous;
- Spell or select the correct forms of common homophones; and
- Draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words, including those set out in statutory Appendix 1 of the 2014 national curriculum.

Being a writer

A YEAR 3 WRITER



Transcription—Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Transcription—Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Being a writer

A YEAR 3 WRITER



Grammar and punctuation—Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Grammar and punctuation—Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Grammar and punctuation—Punctuation

- I can use inverted commas to punctuate direct speech.

Being a writer

A YEAR 4 WRITER



Transcription—Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Transcription—Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Being a writer

A YEAR 4 WRITER



Grammar and punctuation—Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Grammar and punctuation—Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Grammar and punctuation—Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

Being a writer

A YEAR 5 WRITER



Transcription—Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Transcription—Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Being a writer

A YEAR 5 WRITER



Grammar and punctuation—Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Grammar and punctuation—Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Grammar and punctuation—Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

Being a writer

A YEAR 6 WRITER



Transcription—Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Transcription—Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Being a writer

A YEAR 6 WRITER



Grammar and punctuation—Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Grammar and punctuation—Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Grammar and punctuation—Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.