

## All Saints' Primary expectations for writing.

	<u>Rec</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<b><u>Sentence structure</u></b>	<p>Write simple sentences that can be read by themselves and others</p> <p>Write own first name.</p>	<p>Write clearly demarked sentences. Check that sentences make sense</p> <p>Use simple conjunctions and, so, but</p> <p>Write first and Surname.</p> <p>Use common plural and verb suffixes.</p> <p>Read own writing to peers and teachers.</p>	<p>Use a range of words to open sentences</p> <p>Write statements, questions and commands</p> <p>Use noun phrases in writing.</p> <p>Use a wider range of conjunctions: for, or, yet, so</p> <p>Use time adverbs and adverbials e.g. at night, later.</p> <p>Use subordination e.g. when, if, because</p> <p>Use correct past and present tense.</p> <p>Use progressive form of a verb e.g. running</p>	<p>Use conjunctions ( before, after, while, because)</p> <p>Use adverbs e.g. then, next, soon). Use prepositions e.g. before, after, during.</p> <p>Experiment with the creative impact of adjectives.</p> <p>Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person. Use present perfect forms</p> <p>Consistent use of past and present forms(e.g. over the hill, at dusk)</p> <p>Write simple dictated sentences.</p>	<p>Vary sentence structure using a wider range of openers (adverbial phrases, non-finite clauses)</p> <p>Use adjectival phrases</p> <p>Appropriate choice of noun or pronoun within a sentence for clarity.</p>	<p>Add phrases to make sentences more precise</p> <p>Use a range of sentence openers for impact.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Link clauses with subordinating and coordinating conjunctions</p> <p>Relative clauses beginning with who, which, whose.</p> <p>Modal verbs e.g. might, should, must and adverbs perhaps, surely</p> <p>Use connecting adverbs</p>	<p>Use subordinate clauses to write complex sentences</p> <p>Use a passive voice where appropriate.</p> <p>Use hypothetical and speculative language.</p> <p>Evidence of sentence structure and layout to match requirements of the text.</p> <p>Use expanded noun phrases to convey complicated information.</p> <p>Use question tags.</p>
<b><u>Sentence types</u></b>			<p>List sentences All the Ws BOYS</p>	<p>3 ed Verb, person Emotional word,</p>	<p>Similes 2 pairs Ad, same ad</p>	<p>Double ly ending De: De O.(I.)</p>	<p>Many questions 3 bad - dash questions?</p>

				(comma) Ing, - ed	P.C The more, the more Personification of weather	If, if, if, then Noun, which, who, where. Short Some; other sentences.	Irony Imagine 3 examples
<b><u>Punctuation</u></b>	Begin to use full stops appropriately. Use finger spaces.	Use capital letters and full stops to demark sentences. Separation of words with a space  Begin to use question marks and exclamation marks. Capital letters for names and ' I'	Use capital letters, full stops, question marks and exclamation marks correctly. Commas in a list Apostrophe (omission) and singular possession.	Use speech marks for direct speech.  Consistently use an apostrophe for singular possession.	Apostrophe for singular and plural possession. Difference between plurals and possessive -s Commas after adverbial phrases e.g. later that evening, Use commas to mark clauses.	Use brackets, dashes and commas. Use commas to clarify meaning Link clauses in sentences using subordinating and co-ordinating conjunctions. Use verb phrases	Use semi-colon, colon, and dash to mark the boundary between independent clauses. Use bullet points.  Full range of punctuation to match requirements of the text.
<b><u>Paragraphing</u></b>		Clearly sequenced sentences	Write under headings	Group ideas around a theme to introduce paragraphs. Write under headings and subheadings.	Use connectives to link paragraphs.	Consistently organise into paragraphs.  Link ideas across paragraphs using adverbials of time, place and number e.g. earlier, nearby, secondly	Build cohesion across paragraphs.  Use paragraphs to signal change in time, mood, action or person.
<b><u>Handwriting</u></b>	Write name with upper and lowercase letters.  Appropriate grip.  Form all lowercase	Correct formation of capital letters and numbers.  Write on a line with clear ascenders and	All letters appropriate size in relation to each other.  Correct formation of letters with	Legible, joined handwriting.	Legible joined handwriting with emphasis upon size and shape of letters.	Legible and fluent style developing	Legible, fluent and personal style.

	letters correctly.	descenders Develop an understanding of word families.	flicks ready to join				
<b><u>Spelling</u></b>	Words linked to RML stage. Reception key word list.	Words linked to RML stage. Requirements of NC Appendix. All words from Y1 key word list	Words linked to RML stage. Requirements of NC Appendix. All words from Y2 key word list	Appendix list as agreed Y3/Y4	Appendix list as agreed Y3/Y4	Appendix list as agreed Y5/Y6. Use dictionaries and thesauruses.	Appendix list as agreed Y5/Y6. Use dictionaries and thesauruses.