

# Writing Expectations

<p><b>Nur</b></p>	<p>Speaking</p> <ul style="list-style-type: none"> <li>Using sentences of four to six words e.g. I went to the shops.</li> <li>Use conjunctions 'and', 'because' 'or', in spoken language.</li> <li>Apply future and past tense e.g. I went down the slide. (Begin to use irregular past tense verbs).</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> </ul>		<p>Formation:</p> <ul style="list-style-type: none"> <li>Write some well-known, lower case letters accurately.</li> <li>Show a preference for a dominant hand</li> </ul>
<p><b>Rec</b></p>	<p>Oral Composition (Speaking ELG)</p> <ul style="list-style-type: none"> <li>Express ideas and feelings using full sentences using past/ present/ future tenses and making use of conjunctions.</li> <li>Use conjunctions 'and', 'because' 'or', in spoken language.</li> </ul> <p>Writing (ELG)</p> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Editing:</p> <ul style="list-style-type: none"> <li>Teacher to model writing sentences and encourage children to join in with editing process (finger spaces and full stops).</li> </ul>	<p>Formation:</p> <ul style="list-style-type: none"> <li>Write recognisable (lowercase) letters, most of which are correctly formed</li> <li>Form capital letters for name correctly.</li> <li>Hold pencil effectively (tripod grip).</li> </ul>
<p><b>Y1</b></p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>Use simple sentences</li> <li>Use compound sentences containing the conjunctions <i>and</i>, <i>so</i> &amp; <i>but</i></li> <li>Use complex sentences containing the word <i>because</i> (IC+DC)</li> <li>Sentences expansion – Why? because             <ul style="list-style-type: none"> <li>- When? after/before/at/in/on</li> <li>- Where? Prepositional language</li> </ul> </li> </ul> <p>* Sentence expansion for How? What? and Who? covered verbally.</p>	<p>Editing:</p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Subject and predicate</li> <li>Adjectives</li> <li>Finger spaces</li> </ul>	<p>Formation:</p> <ul style="list-style-type: none"> <li>Write recognisable lowercase letters correctly.</li> <li>Form capital letters correctly.</li> <li>Write on a line.</li> </ul> <p>Phonics application</p> <ul style="list-style-type: none"> <li>Record all set 2 and most 3 sounds.</li> <li>Apply set 2 sounds and some set 3 to writing to create phonetically plausible attempts.</li> </ul>

<p>Y2</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>● Use simple sentences</li> <li>● Use compound sentences (<i>and, but, so</i>)</li> <li>● Use complex sentences containing conjunctions listed below (at least one complex sentence per piece)</li> <li>● Sentences expansion – Why? because <ul style="list-style-type: none"> <li>- When? after/before/at/in/on/while/when</li> <li>- Where? Prepositional language</li> <li>- How? Single adverbs</li> </ul> </li> </ul> <p>* Minimum of one complex sentence per piece.</p>	<p>Editing:</p> <ul style="list-style-type: none"> <li>● Capital letters/full stops/subject &amp; verb/adjectives/finger spaces</li> <li>● Run on sentences</li> <li>● Adverbs (not as fronted adverbial)</li> <li>● Pronouns to avoid repetition</li> <li>● Expanded noun phrases</li> <li>● Apostrophe (possessive &amp; contraction)</li> <li>● Appropriate verb tense</li> <li>● Punctuation – Question marks and exclamation marks where appropriate/commas for lists if used</li> </ul>	<p>Genre specific:</p> <p>Structure and vocabulary used are in keeping with the writing genre</p> <p>Sequencing – Firstly, secondly, finally, next, after that</p>
<p>Y3</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>● Use simple sentences</li> <li>● Use compound sentences (<i>and, but, so</i>)</li> <li>● Use complex sentences containing conjunctions listed below</li> <li>● Sentences expansion – Why? because/since/as <ul style="list-style-type: none"> <li>- When? after/before/at/in/on/while when/whenever/since</li> <li>- Where? Prepositional language</li> <li>- How? Single adverbs</li> </ul> </li> <li>● Direct speech (use sparingly)</li> </ul>	<p>Editing:</p> <ul style="list-style-type: none"> <li>● Capital letters/full stops/subject &amp; verb/adjectives/finger spaces</li> <li>● Run on sentences/commas splice</li> <li>● Adverbs (not as fronted adverbial)</li> <li>● Precise nouns &amp; pronouns to avoid repetition</li> <li>● Expanded noun phrases</li> <li>● Apostrophe (possessive &amp; contraction)</li> <li>● Appropriate verb tense</li> <li>● Punctuation – Question marks and exclamation marks where appropriate/commas for lists if used</li> <li>● New punctuation – speech marks (used sparingly); commas to separate clauses (DC + IC) &amp; (adverb +IC)</li> </ul>	<p>Genre specific:</p> <p>Structure and vocabulary used are in keeping with the writing genre</p> <p>Develops own topic sentences from examples given.</p> <p>Sequencing – Firstly, secondly, finally, next, after that</p> <p>Cause &amp; Effect – Although, even though</p>
<p>Y4</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>● Use simple sentences</li> </ul>	<p>Editing:</p>	<p>Genre specific:</p>

	<ul style="list-style-type: none"> <li>● Use compound sentences (<i>and, but, so</i>)</li> <li>● Use complex sentences containing conjunctions listed below</li> <li>● Some use of 3 clause sentences (or adverb&gt;IC&gt;DC / adverb&gt;DC&gt;IC)</li> <li>● Sentences expansion – Why? because/since/as <ul style="list-style-type: none"> <li>- When? after/before/at/in/on/while/when/whenever/since</li> <li>- Where? Prepositional language</li> <li>- How? Adverbs (including fronted adverbials)</li> <li>- What?/Who? – Appositives &amp; relative clauses</li> </ul> </li> <li>● Direct speech (use sparingly)</li> </ul>	<ul style="list-style-type: none"> <li>● Capital letters/full stops/subject &amp; verb/adjectives/finger spaces</li> <li>● Run on sentences/commas splice</li> <li>● Adverbs (including fronted adverbials)</li> <li>● Precise nouns &amp; pronouns to avoid repetition</li> <li>● Expanded noun phrases</li> <li>● Apostrophe (possessive &amp; contraction)</li> <li>● Verb tense</li> <li>● Punctuation – Question marks and exclamation marks where appropriate/ commas for lists if used/ speech marks (used sparingly)/</li> <li>● New punctuation – commas to separate clauses (DC+IC &amp; after adverb); brackets</li> </ul>	<p>Structure and vocabulary used are in keeping with the writing genre</p> <p>Develops own topic sentences from examples given</p> <p>Sequencing – Firstly, secondly, finally, next, after that</p> <p>Cause &amp; Effect – Although, even though</p>
Y5	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>● Use simple sentences</li> <li>● Use compound sentences (<i>and, but, so</i>)</li> <li>● Use complex sentences containing conjunctions listed below</li> <li>● Use of 3 clause sentences (or adverb&gt;IC&gt;DC / adverb&gt;DC&gt;IC)</li> <li>● Sentences expansion – Why? because/since/as <ul style="list-style-type: none"> <li>- When? after/before/at/in/on/while/when/whenever/since</li> <li>- Where? Prepositional language</li> <li>- How? Adverbs (including fronted adverbials)</li> <li>- What?/Who? – Appositives &amp; relative clauses</li> </ul> </li> <li>● Relative clauses to give further detail (beyond clarifying the noun)</li> <li>● Direct speech (speech must move the story along)</li> </ul>	<p>Editing:</p> <ul style="list-style-type: none"> <li>● Capital letters/full stops/subject &amp; verb/adjectives/finger spaces</li> <li>● Run on sentences/commas splice</li> <li>● Adverbs (including fronted adverbials)</li> <li>● Precise nouns &amp; pronouns to avoid repetition</li> <li>● Expanded noun phrases</li> <li>● Apostrophe (possessive &amp; contraction)</li> <li>● Verb tense</li> <li>● Punctuation – Question marks and exclamation marks where appropriate/ commas for lists if used/ speech marks/commas to</li> </ul>	<p>Genre specific:</p> <p>Structure and vocabulary used are in keeping with the writing genre</p> <p>Topic sentences to introduce paragraphs</p> <p>Sequencing – Firstly, secondly, finally, next, after that</p> <p>Cause &amp; Effect – Although, even though, as a result</p> <p>Adding – Furthermore, in addition/additionally, also</p> <p>Contrasting – On the other hand, alternatively, however,</p>

		separate clauses (DC+IC & after adverb); brackets • New punctuation – dashes; hyphens	
Y6	Sentence Structure <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Use compound sentences (<i>and, but, so</i>)</li> <li>• Use complex sentences containing conjunctions listed below</li> <li>• Use of 3 clauses sentences (or adverb&gt;IC&gt;DC / adverb&gt;DC&gt;IC)</li> <li>• Sentences expansion – Why? because/since/as             <ul style="list-style-type: none"> <li>- When? after/before/at/in/on/while/when/whenever/since</li> <li>- Where? Prepositional language</li> <li>- How? Adverbs (including fronted adverbials)</li> <li>- What?/Who? – Appositives &amp; relative clauses</li> </ul> </li> <li>• Relative clauses to give further detail (beyond clarifying the noun)</li> <li>• Direct speech (speech must move the story along &amp; convey character)</li> </ul>	Editing: <ul style="list-style-type: none"> <li>• Capital letters/full stops/subject &amp; verb/adjectives/finger spaces</li> <li>• Run on sentences/commas splice</li> <li>• Adverbs (including fronted adverbials)</li> <li>• Precise nouns &amp; pronouns to avoid repetition</li> <li>• Expanded noun phrases</li> <li>• Apostrophe (possessive &amp; contraction)</li> <li>• Verb tense</li> <li>• Punctuation – Question marks and exclamation marks where appropriate/ commas for lists if used/ speech marks/commas to separate clauses (DC+IC &amp; after adverb)/brackets/ dashes/ hyphens</li> <li>• New punctuation – colons (independent clause&gt;list); semi colons (separate independent clauses)</li> </ul>	Genre specific: <p>Structure and vocabulary used are in keeping with the writing genre</p> <p>Topic sentences to introduce paragraphs</p> <p>Sequencing – Firstly, secondly, finally, next, after that</p> <p>Cause &amp; Effect – Although, even though, as a result, therefore</p> <p>Adding – Furthermore, in addition/additionally, also, moreover</p> <p>Contrasting – On the other hand, alternatively, however, whereas</p> <p>Illustrating – for example, for instance, such as, including</p>

Writing Genres - EYFS & KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						

Year 1	Sentence structure	Sentence structure	Sentence structure	Sentence structure	Sentence structure	Sentence structure
Year 2	Information text	Information text	Recount/diary	Story writing	Story Writing	Letter

Writing Genres - KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Information text	Recount/diary	Story writing	Story writing	Persuasive writing	Letter
Year 4	Information text	Recount/diary	Story writing	Story writing	Persuasive writing	Letter
Year 5	Information text	Recount/diary	Story writing	Story writing	Balanced Argument	Letter
Year 6	Information text	Recount/diary	Story writing	Story writing	Balanced Argument	Letter