

Age Related Writing Expectations

	Super Spelling	Organisation	Purpose	Word Wonder	Grammar	Handwriting
FS	<p>I can use my phonic knowledge to write words which match their spoken sounds.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>I can write some irregular common words.</p> <p>I can spell phonically regular words of more than one syllable.</p>	<p>I can use features of narrative in my writing e.g. a suitable opening</p> <p>I can say our loud what I am going to write about.</p>	<p>I can read my sentences and so can others</p> <p>I can write for a range of purposes which includes features of stories, lists, labels, captions, recipes, instructions or letters.</p>	<p>I show control over the word order of my sentences.</p>	<p>I can write simple sentences</p> <p>I show an awareness of how full stops are used.</p> <p>I can leave spaces between words.</p>	<p>My letters are usually clearly shaped and correctly orientated.</p>

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Step 1	<p>I can spell words using the phonemes in phases 3-5 of Letters & Sounds</p> <p>I can spell 75% High Frequency words</p> <p>I can spell the days of the week</p> <p>I can name the letters of the alphabet in order</p> <p>I can use the prefix –un</p> <p>I can add the suffixes –ed, -ing, -er, -est, -ly, -y to root words</p> <p>I can add –s or –es to form plurals</p>	<p>I can use a simple structure in my writing, e.g. beginning, middle, and end, or instructions written in the correct order</p> <p>I can sequence sentences to form short narratives</p> <p>My writing can be read, without mediating</p>	<p>I can compose a sentence orally before writing it.</p> <p>I can read my writing back to an adult confidently</p> <p>I can convey basic information and ideas through appropriate word choices</p> <p>I can re-read my writing to check it makes sense</p> <p>I can link my ideas and events to create a flow to my writing</p> <p>I can sustain the form of my writing from beginning to end</p>	<p>I can use some basic descriptive language – colour, size, simple emotions</p> <p>I can make some appropriate word choices from word banks, class lists and sentence openers</p> <p>I can read my writing aloud clearly enough to be heard by my peers.</p> <p>I choose words for effect - to add interest or detail for the reader</p>	<p>I can use capital letters for names of people, places, days of the week and the personal pronoun 'I'</p> <p>I can leave spaces between words</p> <p>I can join words and join clauses using 'and'</p> <p>I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>I can vary the structure of a sentence to interest the reader (use a question, connective)</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>I can form capital letters</p> <p>I can form digits 0-9</p> <p>I know which letters belong to which handwriting family</p>

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Step 2	<p>I can use the possessive apostrophe for a singular person</p> <p>I can spell 10 words with contractions</p> <p>I can spell most of the common exception words</p> <p>I can spell the first 11 sets of homophones/near homophones</p> <p>I add suffixes to spell longer words - -ment, -ful, -less, -ly</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling 75% correctly</p>	<p>I can begin to use an appropriate beginning and ending</p> <p>The organisation reflects the purpose of my writing – a newspaper report has a headline, a by-line, an intro and then a chronological recount of events</p> <p>I can use connectives that signal time, e.g. then, after, before</p>	<p>I know who my writing is for (their intended audience)</p> <p>I am beginning to use appropriate language across different types of writing e.g. story language, non-fiction</p> <p>I can think about the different styles needed for different types of writing</p> <p>I am attempting to show opinion, interest or humour through my detail</p> <p>I can beginning to show a sense of pace to my writing (lively and interesting)</p>	<p>I can use interesting adjectives to describe people, objects and setting</p> <p>I can use interesting adverbs to describe actions</p> <p>I can show evidence of using simple similes – it was as yellow as the sun</p> <p>I can read aloud what I have written with good intonation to make the meaning clear</p> <p>I can use generalising words for style (sometimes, never, always, often)</p>	<p>I can use full stops, capital letters, exclamation marks, question marks and commas for lists</p> <p>I can use apostrophes for contracted forms and the possessive (singular) form – the girl’s book</p> <p>I can use the present and past tenses correctly</p> <p>I can use expanded noun phrases to describe and specify</p> <p>I can write sentences with different form – statements, questions, exclamations and commands</p> <p>I can join sentences that show subordination (using when, if, that or because)</p> <p>I can join sentences that show co-ordination (using or, and or but)</p>	<p>I can form lower-case letters of the correct size, relative to one another</p> <p>I understand which letters need to be joined in my writing</p> <p>I can write capital and lower case letters of the correct size, orientation and relationship to one another</p> <p>I can use spacing between words that reflects the size of the letters</p>

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Step 3	<p>I can spell the next 22 sets of homophones/near homophones</p> <p>I can use the prefixes dis-, mis-, in-, super-, anti, and im-</p> <p>I can spell words ending in -tion/-sion/-cian/-ssion</p> <p>I can use the first 2 or 3 letters of a word to check its spelling in the dictionary</p> <p>I can use the correct form of 'a' or 'an'</p>	<p>I can group similar information together in paragraphs in all forms of writing</p> <p>I can use paragraphing in narrative for a new location in a story</p> <p>I can create settings, characters and plots in narratives</p> <p>I can use heading and sub-headings in non-narratives</p> <p>I can write in a lively and coherent style</p>	<p>I can include details to add an element of humour, surprise or suspense</p> <p>Some evidence of viewpoint is established</p> <p>I can assess the effectiveness of my writing and of others and suggest improvements</p>	<p>I can use detail to clarify information</p> <p>I can modify nouns by adding one or more precise adjectives – a loud wailing sound</p> <p>My vocabulary is interesting and appropriate</p> <p>I can read aloud using appropriate intonation and control my tone and volume</p>	<p>I can use a wider range of conjunctions e.g. when, if, because, although and however</p> <p>I can write in complex sentences to clarify relationships in time and place, e.g. meanwhile, during, while, until, following</p> <p>I can proof-read for errors</p> <p>I can use connectives, adverbs and prepositions to express time, cause and place (SPACE)</p> <p>I can punctuate direct speech</p> <p>I can choose nouns and pronouns appropriately to avoid repetition</p> <p>I can place the possessive apostrophe accurately in words with regular and irregular plurals</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left un-joined</p>

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Step 4	<p>I can spell 75% of the Year 3&4 word list</p> <p>I can use the possessive apostrophe correctly in all situations</p> <p>I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-</p> <p>I can use the suffixes –ly, -ation, -ous</p>	<p>In narrative, I can use paragraphs for a change in action, setting and time</p> <p>In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defines conclusion</p> <p>My paragraphs have relevant openings</p>	<p>My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader</p> <p>I can consider the needs of the reader and provides background information in my writing</p> <p>I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident</p> <p>I can assess the effectiveness of my writing an of others and suggest improvements</p>	<p>I can choose words and phrases that both engage the reader and support the purpose – these may still be 'well known' to the writer from the other text examples, or class lists etc...</p> <p>I can include details to add interest, to persuade or to direct</p> <p>I can read aloud using appropriate intonation and control my tone and volume so meaning is clear</p> <p>I can propose changes to grammar and vocabulary to improve my writing</p>	<p>I can use commas after fronted adverbials</p> <p>I can use and punctuate direct speech within and surrounding inverted commas</p> <p>I can write in Standard English forms for verb inflections (e.g. we were instead of he was)</p> <p>I can use connectives, adverbs and prepositions to express time, cause and place (ISPACE)</p> <p>I can extend noun phrases, including prepositions</p> <p>I know the difference between plural and possessive –s</p> <p>I can proofread for spelling and punctuation errors</p> <p>I can choose nouns or pronouns appropriately for clarity (cohesion and to avoid repetition)</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left un-joined</p> <p>I have improved the legibility, consistency and quality of my writing</p>

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Step 5	<p>I can spell words with silent letters</p> <p>I can distinguish between homophones and other words which are often confused</p> <p>I can spell words with the endings -cious and -tious</p> <p>I know and use the 'I before e' rule following a c</p> <p>I can use the first 3 or 4 letters of a word to check its spelling or meaning in the dictionary</p>	<p>I can develop my initial ideas by drawing on reading and any research that is necessary</p> <p>I can use connectives, within a paragraph, to link the sentences, e.g. Secondly, in addition, furthermore</p> <p>My paragraph structure is controlled to shape a story e.g. 5 paragraph structure involving a build-up, conflict and resolution</p> <p>I can use shifts in time and place to shape a story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event</p>	<p>I can identify the audience for and purpose of my writing and select the appropriate form</p> <p>I can include some significant interaction between characters through action, description and characters responses. Character development helps to move the story forward.</p> <p>In my writing, characterisation is evident through direct and reported speech</p> <p>In my writing, the setting is used to create mood</p> <p>I can write in a given style successfully</p>	<p>I can choose words for deliberate effect – stationary rather than stopped</p> <p>My vocabulary choices are more thoughtful – using a thesaurus to extend a range of words used</p> <p>I can read my own writing using appropriate intonation, volume and movement so the meaning is clear</p> <p>I can use a thesaurus effectively</p>	<p>I can ensure the consistent and correct use of tense through a piece of writing</p> <p>I can proof-read for spelling and punctuation errors</p> <p>I can use a colon to introduce a list</p> <p>I can use relative clauses beginning with: who, which, where, when, whose and that</p> <p>I can use ISPACE to start my sentences</p> <p>I can address the reader</p> <p>I know the differences between formal and informal language</p> <p>I can use vocabulary and structures that are appropriate for formal speech and writing</p> <p>I can use an ellipsis effectively</p> <p>I use the correct subject and verb agreement for singular and plural</p>	<p>I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>I can choose the writing implement that is best suited to the task</p>

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Step 6	<p>I can spell 75% of the Y5 & 6 word list</p> <p>I can spell words with the endings –ible and –able</p> <p>I can spell words with the endings –ance and –ence</p> <p>I can spell the words with the endings –cial and -tial</p>	<p>I can develop my initial ideas by drawing on reading and any research that is necessary</p> <p>In non-fiction writing, my paragraphs will have an introductory sentence, followed by approx. 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives to guide the reader</p> <p>I can make links between paragraphs in non-fiction writing – ‘As mentioned previously’</p> <p>In narrative, I can use reference to the start of the story to signal a change at the end of the story</p>	<p>I can identify the audience for and purpose of my writing and select the appropriate form</p> <p>I can use the setting and weather as a ‘sympathetic background’ to the characters’ situations – e.g. thunderstorm for the dangerous parts with the sun coming out when all is well</p> <p>My writing is well paced</p> <p>My writing is well constructed and shows a secure grasp of the chosen genre</p>	<p>I can make assertive use of the characteristic language of the chosen text type</p> <p>I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words</p> <p>I recognise how changing the word choice can change the meaning of the writing</p> <p>I can read my own writing using appropriate intonation, volume and movement so the meaning is clear</p>	<p>I can ensure the consistent and correct use of tense through a piece of writing</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>I can use ISPACE to start my sentences</p> <p>I can proofread for spelling and punctuation errors</p> <p>I use the correct subject and verb agreement for singular and plural</p> <p>I can expand noun phrases to convey complicated information concisely</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p>	<p>I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>I can choose the writing implement that is best suited to the task</p>

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Step 7	<p>I am secure with most complex words and all homophones</p> <p>I can spell subject specific words correctly</p>	<p>I am beginning to vary structure and length of paragraphs for effect on the reader</p> <p>I can demonstrate a range of techniques to signal overall direction of the text for the reader</p>	<p>I can construct paragraphs that support meaning and purpose</p> <p>I can establish a convincing, individual voice or point of view and mostly sustain this</p> <p>I can use controlling techniques for a specific purpose, sustained throughout a piece of writing</p>	<p>I can use word choices that are well matched to purpose and audience</p>	<p>I can consistently use a full range of accurate punctuation in a variety of sentence structures</p>	