**Key Writing Expectations – Fairfield Primary School**

Under the new National Curriculum, the teaching and assessment of writing at Fairfield Primary School will be based around the key areas of Spelling, Handwriting/Presentation, the Writing Process and Vocabulary, Grammar and Punctuation.

The tables below set out some of the key expectations for each of these areas within each year group. To be able to say that your child is working at the level expected for their year group, they must be able to meet all of the key expectations. This table does not include all of the detail relating to writing from the new national curriculum, only the detail most relevant to you as a parent.

Within the new curriculum, there is a clear focus on driving up standards in spelling, handwriting and the correct use of vocabulary and grammar. These higher expectations mean that we will be challenging our children to achieve more; please help us to ensure that your child has the best opportunity of tackling these new challenges with confidence by supporting their learning in English. To do this, please ensure that you work through your child’s spelling homework with them regularly (particularly the spelling lists for Years 3, 4, 5 and 6), give them opportunities to practise and improve their presentation and listen to them read as frequently as possible.

Thank you for your support; working together we will be able to secure the very best outcomes for your children.

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| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary, Grammar and Punctuation** |
| **1** | Children will use their phonic knowledge to spell new words.  Children will know the different ways of pronouncing and spelling long vowel sounds (e.g. ai, ey, ay…)  They should be able to spell common exception words (words which do not follow the phonetic rules that the children have learnt so far (e.g. said, of, some, your, where, friend…)  They should be able to spell the days of the week  They should be able to name the letters in the alphabet in order.  They should be able to add –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) | Children should sit correctly at a table and hold a pencil correctly  They should begin to form lower-case letters in the correct direction, starting and finishing in the right place  They should be able to form capital letters correctly  They should be able to form digits 0-9 correctly  They understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) | Children should be able to say out loud what they are going to write about  They should be able to prepare a sentence orally before writing it  They should be able to sequence sentences to form short narratives  They should be re-reading what they have written to check that it makes sense  They should be able to discuss what they have written with the teacher or other pupils  They should be able to read aloud their writing clearly enough to be heard by their peers and the teacher. | Children should be leaving spaces between words.  They should be able to join two or more ideas together using ‘and’  They should be punctuating sentences correctly using a capital letter and a full stop  Some children may also be punctuating sentences correctly using question marks and exclamation marks  They should be using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ |
| **Year 1 Overview:**   * **Children should be spelling most common words correctly and using their phonic knowledge to make sensible attempts to spell unknown words.** * **They should be able to form their letters and numbers correctly.** * **They should be able to plan their writing by saying each new sentence aloud and practising it before they write it.** * **They should be regularly checking their work to see that it makes sense.** * **They should be confident and accurate when using capital letters and full stops.** | | | | |

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| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary, Grammar and Punctuation** |
| **2** | ***By the end of Year 2, children should be confident when reading and spelling increasingly complex words.***  They should be able to spell common exception words (words which do not follow the phonetic rules that the children have learnt so far (e.g. said, of, some, anything, because, clothes…)  They can correctly spell an increasing number of words with contracted forms (can’t, didn’t, hasn’t, couldn’t, it’s, I’ll)  They can tell the difference between the spellings of words that sound alike (where, were and we’re) and know when to use the different spellings correctly  adds suffixes to the ends of words to spell longer words, e.g. –ment, –ness, –ful, –less, –ly  They can use the possessive apostrophe (singular) – e.g. *the girl’s book* | **Handwriting should be neat and mostly joined.**  Spaces between the words should be of a sensible size.  Letters and digits should be correctly formed | Children should be able to write **at length**.  Children should be able to write stories, poems, recounts of real events and a range of non-fiction texts (such as leaflets and reports to inform, instructions, explanations)  Children will routinely plan their work before they write.  They will be able to discuss their work and say what is good and what needs improving.  They will re-read their work to check that their writing makes sense.  They will be able to proof-read their work to check for errors in spelling, grammar and punctuation and make changes to their work to correct it.  They will be able to read their work aloud with expression. | Children should be able to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists **\*** and apostrophes for contracted forms (e.g. I’ll, don’t, can’t) and the possessive singular (e.g. the girl’s book)  Children should use adjectives to describe nouns, e.g. **the beautiful butterfly** instead of just writing **the** **butterfly**  Children should use the correct tense for their writing (e.g. most stories will be written in the past tense) |
| **Year 2 Overview:**   * **Children should be spelling most common words correctly and using their phonic knowledge to make sensible attempts to spell unknown words.** * **They should have neat handwriting and presentation.** * **They should be becoming confident and secure writers who know how to plan and write texts for different purposes.** * **They should be regularly checking and correcting their work.** * **Written work should be clear and make sense.** | | | | |
| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary and Grammar** |
| **3** | **By the end of Year 3, children are expected to be confident spellers and be able to build upon the strong knowledge of phonics and spelling patterns that they should already have gained in Key Stage 1.**  Children will learn to use a range of spelling patterns.  They will be able to add common prefixes to the start of words (e.g. combining dis and appear to create disappear).  They will be able to add common suffixes to the ends of words (e.g. combining prepare and –ation to create preparation)  They will learn to spell **at least half** of the words from the Year 3/4 Spelling List.  They will be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Handwriting should be neat and joined.**  (Children will show an understanding of which letters, when next to each other, are best left unjoined). | **Children will be aware of different styles of writing and able to use ideas from their reading to help them to create similar texts.**  They will plan their work by discussing and recording ideas.  They will compose and rehearse sentences orally before writing them.    They will use conjunctions, adverbs and prepositions to express time, place and cause(e.g. Suddenly, the cat ran under the table because it had heard the dog.)  They will be able to develop story settings, clearly describe characters and create sensible and interesting plots.  They will use paragraphs as a way to group related material**.**  In non-narrative material, they will use simple ways of organising their work such as headings and sub-headings.  They will be able to assess how effective their own writing is and be able to suggest improvements.  They will be able to assess how effective other people’s writing is and be able to suggest improvements.  They will regularly proof-read their work to check for spelling and punctuation errors.  They will be able to read aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear. | Children will use **a** or **an** according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)**.**  They will be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.  They will use the present perfect forms of verbs instead of the simple past (e.g. *He has gone out to play* contrasted with He went out to play).  They can express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)**.**  Children will be able to use inverted commas to punctuate direct speech (e.g. John asked, “Why are you leaving so soon?”).  They accurately and appropriately use and understand the following grammatical terminology: *adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)* |
| **Year 3 Overview:**   * **Children should be spelling common words correctly and using their increasing knowledge of spelling patterns to tackle unknown words with confidence.** * **They should have neat, joined handwriting and presentation.** * **They should be confident and secure writers who know how to plan and write texts for different purposes.** * **They should be regularly checking and correcting their own work and able to make suggestions for improvements.** * **They should be able to check and correct other people’s work and able to make suggestions for improvements.** * **Children must develop their knowledge of grammatical terminology and use it correctly.** | | | | |

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| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary, Grammar and Punctuation** |
| **4** | **In Year 4, children will continue to develop their knowledge of spelling patterns.**  They will be able to spell **all** of the words from the Year 3/4 Spelling List.  The will be able to use the possessive apostrophe with plural words (e.g. *girls’, boys’, babies’, children’s, men’s, mice’s)*  Knows and uses the correct spelling of homophones or near-homophones (words which sound alike but have different meanings) e.g. *accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s*  They will be able to use the first two or three letters of a word to check its spelling in a dictionary**.**  They will be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Handwriting will be neat and joined and improving from Year 3** | **Children will be confident and accurate writers.**  They will organise the content of paragraphs (usually around a theme).  They will be able to read aloud their own writing using appropriate intonation.  They will be able to suggest changes to the grammar and vocabulary they have used to improve consistency, e.g. the accurate use of pronouns in sentences  They will be able to expand sentences by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**.**  They will be able to add detail by using an adverb at the start of a sentence e.g. Gently, she stroked the injured dog. (Adverbs used at the start of a sentence are called fronted adverbials). | Children will use commas after fronted adverbials (an adverb used at the start of a sentence)**.**  Children will use apostrophes correctly to mark singular and plural possession (e.g. the girl’s name, the girls’ names).  Children will use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)  Children will accurately and appropriately use and understand the following grammatical terminology: *determiner, pronoun, possessive pronoun, adverbial* |
| **Year 4 Overview:**   * **Children should be spelling common words correctly and using their increasing knowledge of spelling patterns to tackle unknown words with confidence.** * **They should have neat, joined handwriting and presentation.** * **They should be confident and secure writers who know how to plan and write texts for different purposes.** * **They should be regularly checking and correcting their own work and able to make suggestions for improvements.** * **They should be able to check and correct other people’s work and able to make suggestions for improvements.** * **They should be able to use a wider range of punctuation (e.g. speech marks and apostrophes) with accuracy.** * **Children must develop their knowledge of grammatical terminology and use it correctly.** | | | | |

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| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary, Grammar and Punctuation** |
| **5** | **Children will continue to learn common spelling patterns and develop confidence and accuracy when tackling new spellings.**  They will learn **at least half** of the spellings from the Year 5/6 Spelling List.  They will use the first three or four letters of a word to check its spelling, meaning or both of these in a dictionary. | **Children will write legibly and fluently.**  They will choose which shape of a letter to use when given choices.  They will choose the writing implement that is best suited for a task (e.g. quick notes, letters). | When writing a narrative, children will be able to develop the characters and the setting by adding relevant and interesting detail.  Children will be able to identify the purpose for their writing and the audience that it is intended for.  They will plan writing by noting and developing initial ideas, drawing on reading and research where necessary**.**    They will use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  They will assess the effectiveness of their own and others’ writing, proposing changes to vocabulary and punctuation to enhance effects and clarify meaning.  They will display a consistent and correct use of tense throughout a piece of writing.  They will proof-read their work for spelling and punctuation errors.  They will be able to read aloud or perform their own pieces of work, using appropriate intonation, volume, and movement so that the meaning is clear. | Children will understand that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**.**  They can use brackets, dashes or commas to indicate parenthesis (extra information added to explain a word or phrase).  They can use commas correctly  They will accurately and appropriately use and understand the following grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity |
| **Year 5 Overview:**   * Children will be confident and accurate spellers. * Children will be able to handwrite neatly and fluently, allowing them to write at greater speed and length. * Children will be able to make their writing clear and interesting by adding lots of relevant and imaginative detail. * Children will take responsibility for checking and improving their work independently. * Children will have a growing understanding of grammatical terminology. | | | | |

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| **Year** | **Spelling** | **Handwriting/Presentation** | **Writing Processes** | **Vocabulary, Grammar and Punctuation** |
| **6** | **Children will continue to learn common spelling patterns and develop confidence and accuracy when tackling new spellings.**  They will learn at least half of the spellings from the Year 5/6 Spelling List.  They will use a thesaurus to enhance their writing.  They will use hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own) **.**  They will spell correctly **all** the words in the Y5/6 spelling list | Children will be able to write legibly, fluently and with increasing speed.  Knows when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).  They will make decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing | When children are writing narratives, they will use what they have learned about how authors have developed settings in what they have read, listened to or seen performed.  In narratives, children will be able to describe atmosphere and use speech effectively to advance the action.  They will be able to summarise longer passages.  They will use layout devices, such as sub-headings, columns, bullets, or tables, to structure their text.  They will be able to assess the effectiveness of their own and others’ writing, proposing changes to grammar to enhance effects and clarify meaning.  Can use informal and formal patterns of speech where appropriate in their writing.  They can link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis**.** | **Children will be able to use a wide range of punctuation accurately.**  They will be able to use hyphens to avoid ambiguity.  They will be able to use semi-colons, colons or dashes to mark boundaries between independent clauses(e.g. It’s raining; I’m fed up).  They will use a colon to introduce a list and use semi-colons within lists if appropriate.  They will be able to punctuate bullet points consistently and accurately.  They will understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)  They will accurately and appropriately use and understand the following grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. |
| **Year 6 Overview:**   * Children will be confident and accurate spellers with a thirst for learning and using new vocabulary. * Children will be able to handwrite neatly and fluently, and be able to write confidently at speed and length. * Children will be able to make their writing flow evenly by organising their work effectively and connecting ideas and themes within and across paragraphs. * Children will continue to take responsibility for checking and improving their work independently. * Children will have a confident understanding of grammatical terminology. | | | | |