



Kingsland CE Primary School



Writing Expectations

	Handwriting	Spelling	Sentence Structure	Punctuation	Text	Home learning
EYFS	<p>All children to form letters that are legible / recognisable</p> <p>All children with correct pencil grip</p>	<p>CVC words</p> <p>Common red words</p> <p>Own name</p>	<p>Children SAY every sentence before writing it</p>	<p>Begin to demarcate sentences with capital letters and full stops</p>	<p>Simple sentences</p> <p>News</p> <p>Labelling</p> <p>Simple retelling of traditional stories</p>	<p>All children hearing daily stories at home</p>
Y1	<p>All children with correct letter formation and writing on lines</p> <p>All children to use handwriting paper</p> <p>All children with correctly sized letters – upper and lower case</p> <p>Digits 0-9 and capital letters correctly formed</p>	<p>All children copy words correctly from board / sheet / prompt</p> <p>Zero tolerance on HFW / MFW</p> <p>Non-negotiable spelling list based on RWI sounds and red words</p> <p>Understand alphabetical order</p>	<p>Children SAY every sentence before writing it</p> <p>Use build a sentence / hold a sentence – small steps of teaching writing</p> <p>Edit a sentence</p> <p>Using 'and' and 'because'</p>	<p>Capital letters at the start of a sentence and for proper nouns and I</p> <p>Full stop</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Personal writing targets</p> <p>Spaces between words</p> <p>Sequencing sentences for short narratives</p>	<p>RWI focus</p>
Y2	<p>All children to use handwriting paper</p> <p>All children with correct letter size - lower and upper case</p> <p>Refining handwriting to develop joining – what are the small steps to teaching joined handwriting?</p>	<p>All children copy words correctly from board / sheet / prompt</p> <p>All children spell HFW / MFW correctly</p> <p>SOTD / spelling rules</p>	<p>Children SAY every sentence before writing it</p> <p>Edit two sentences</p> <p>Improve a sentence (Y2 objectives)</p> <p>Using conjunctions to form compound sentences</p>	<p>Use capitals consistently for proper nouns</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p>	<p>Quality writing, rather than quantity</p> <p>Sharing quality modelled text examples</p> <p>Cross-curricular writing</p> <p>Writing consistent across all subjects</p>	<p>Spelling focus</p>

		<p>Non-negotiable spelling list KS1</p> <p>Y1/2 spellings</p> <p>Using KS1 dictionary</p>	<p>Daily Dictation</p> <p>Subordinating (when, if , that, because) and co-ordinating conjunctions (or, and, but)</p> <p>Statements, questions, exclamations, commands</p> <p>Noun phrases</p>	<p>Possessive apostrophe and for contractions</p> <p>Commas for lists</p>	<p>Personal writing targets</p> <p>Write narratives, recounts and poetry</p> <p>Make simple additions, revisions and corrections when editing</p>	
Y3	<p>Handwriting paper until Christmas at least - joining at speed</p> <p>.</p>	<p>SOTD / spelling rules</p> <p>Non-negotiable spelling list KS2</p> <p>Y3/4 spelling list</p> <p>Using KS2 dictionary</p>	<p>Children SAY every sentence before writing it</p> <p>Using conjunctions to form compound and complex sentences</p> <p>Edit three sentences</p> <p>Improve a sentence (Y3 objectives)</p> <p>Daily Dictation</p> <p>Wider range of conjunctions (including, when, if , because, although)</p> <p>Adverbs and prepositions used within writing</p>	<p>Begin to punctuate speech</p> <p>Begin to use commas after fronted adverbials</p>	<p>Sharing quality modelled text examples</p> <p>Cross-curricular writing</p> <p>Writing consistent across all subjects</p> <p>Personal writing targets</p> <p>Begin to use paragraphs</p> <p>Begin to establish awareness of text features and purpose and audience</p> <p>Begin to show evidence of readership</p> <p>Describe settings and characters in narratives</p> <p>Organisational devices in non-fiction writing</p> <p>Evaluate and edit own and other's writing</p>	<p>Spelling focus-sentences</p> <p>GAP focus</p>

<p>Class 4</p>	<p>Handwriting expectations / consistency – handwriting paper at start of year - joining at speed</p>	<p>SOTD / spelling rules</p> <p>Non-negotiable spelling list KS2</p> <p>Y4/5 spellings</p> <p>Using KS2 dictionary and thesaurus</p>	<p>Children SAY every sentence before writing it</p> <p>Edit a passage</p> <p>Improve a sentence (Y4/5 objectives)</p> <p>Daily Dictation</p>	<p>Commas after fronted adverbials</p> <p>Direct speech</p> <p>Commas / brackets / dashes to indicate parenthesis</p>	<p>Sharing quality modelled text examples</p> <p>Cross-curricular writing</p> <p>Writing consistent across all subjects</p> <p>Personal writing targets</p> <p>Paragraphs</p> <p>Correct use of text features and purpose and audience</p> <p>Show evidence of readership</p> <p>Describe settings and characters in narratives</p> <p>Integrate dialogue in narratives</p> <p>Show cohesion within and across paragraphs</p> <p>Evaluate and edit</p> <p>Précising skills</p>	<p>Spelling focus-sentences</p> <p>GAP focus</p>
<p>Class 5</p>	<p>Handwriting paper to start if needed - joining at speed</p>	<p>SOTD / spelling rules</p> <p>Non-negotiable spelling list KS2</p> <p>Y5/6 spellings</p> <p>Using KS2 dictionary and thesaurus</p>	<p>Children SAY every sentence before writing it</p> <p>Edit a whole passage / text</p> <p>Improve a sentence (Y5/6 objectives)</p> <p>Daily Dictation</p>	<p>Commas</p> <p>Semi-colons</p> <p>Colons</p> <p>Dashes</p> <p>Hyphens</p> <p>Bullet points</p>	<p>Sharing quality modelled text examples</p> <p>Cross-curricular writing</p> <p>Writing consistent across all subjects</p> <p>Personal writing targets</p> <p>Paragraphs</p>	<p>Spelling focus-sentences</p> <p>GAP focus</p>

					<p>Correct level of formality and text features</p> <p>Developed sense of audience and purpose</p> <p>Show cohesion in all text types</p> <p>Show evidence of readership</p> <p>Characterisation in narratives</p>	
Whole School	<p>Areas for whole school development</p> <ul style="list-style-type: none"> • Targets – smaller, achievable, monitored more closely, personalised • More dictation – for home learning? • More story time – quiet listening • Spelling – repetition, repetition, repetition – home learning • Promotion of reading at home – reading for pleasure • Writing behaviour / concentration – focussed bubble / extended concentration • More time for quality writing – look at timetables (e.g. GR in afternoon?) • Children take responsibility for their writing targets • Share quality writing in Celebration Assembly – writer of the week? • Writing interventions – targeted spelling children; sentence construction • Raise home learning expectations – sentences for spellings etc. 					