

Writing End of Year Outcomes for Y1-Y6

Year 1

Writing Transcription

- I can sit correctly at a table and hold a pencil comfortably and correctly.
- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and the digits 0-9.
- I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and I practise these.
- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding s or es for verbs in 3rd person singular.
- I can name the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Writing Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences to form short narratives.
- I can sequence sentences in chronological order to recount an event or an experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- I can use 'and' to join sentences together.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes: s, es, ed, er and ing within my writing.

Year 2

Writing Transcription

- I can segment spoken words into phonemes and record these as graphemes
- I can spell words with different alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as ment, ness, ful, less, ly.
- I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify known phonemes in unfamiliar words and use syllables to divide words.
- I form lower case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters
- I understand which letters, when adjacent to one another, are best left un-joined.
- I can write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.
- I can use spacing between words that reflects the size of the letters.

Writing Composition

- I can write narratives about my personal experiences and those of others (real and fictional).
 - I can write for different purposes, including real events.
 - I can plan and discuss the content of writing and write down ideas
 - I orally rehearse structured sentences or sequences of sentences.
 - I can evaluate writing independently, with my peers and with my teacher.
 - I can proof-read to check for errors in spelling, grammar and punctuation.
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- I use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists.
 - I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
 - I can use present and past tenses correctly and consistently including the progressive form.

Year 3

Writing Transcription

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones, for example – he'll, heel, heal

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words correctly which are in a family, for example – solve, solution, solver

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can make links from a word already known to apply to an unfamiliar word

I can identify the root in longer words.

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters, when adjacent to one another, are best left unjoined

I have increased the legibility, consistency and quality of my handwriting

Writing Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can write non-narrative using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation, e.g. the accurate use of pronouns in sentences

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can express time, place and cause by using conjunctions, adverbs and prepositions.

I can proof-read to check for errors in spelling and punctuation.

Year 4

Writing Transcription

I can spell words with prefixes and suffixes and can add them to root words, for example – ation, ous, ion, ian

I can recognise and spell homophones, for example, accept and except, whose and who's

I can use the first two or three letters of a word to check a spelling in a dictionary.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Writing Composition

I can compose sentences using a range of sentence structures.

I can orally rehearse a sentence or a sequence of sentences.

I can write a narrative with a clear structure, setting and plot.

I use a range of sentences which have more than one clause.

I can improve my writing by changing grammar and vocabulary to improve consistency.

I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

Use fronted adverbials, for example, 'Later that day, I went shopping.'

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases, for example, 'The strict teacher with curly hair'

I use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

I can compose sentences using a wider range of structures, linked to the grammar objectives

I can write in paragraphs.

Year 5

Writing Transcription

- I can form verbs with prefixes.
- I understand the rules for adding prefixes and suffixes.
- I can convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.
- I can choose the handwriting that is best suited for a specific task.
- I can spell words with silent letters, e.g. knight, psalm, solemn.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.
- I can choose the style of handwriting to use when given a choice.

Writing Composition

- I can discuss the audience and purpose of the writing.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can start sentences in different ways.
- I use sentence starters to highlight the main idea.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph or event.
- I can organise my writing into paragraphs to show different information or events.
- I can use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- I can use brackets, dashes or commas to indicate parenthesis.
- I proof-read my writing for spelling and punctuation errors.
- I ensure the consistent and correct use of tense throughout a piece of writing.
- I ensure correct subject and verb agreement when using singular and plural.

Year 6

Writing Transcription

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.
- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Writing Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.
- I vary sentence structure depending whether formal or informal.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.
- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

