Hardwick Primary School's Parents' Guide to Writing Expectations, Years 1 to 6

The following shows the expectations in writing, punctuation and grammar for each year group. Pupils writing should include the criteria for their year group and for the groups that have come before them (e.g. a Year 3 pupil's writing, should include the criteria from Years 1, 2 and 3)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	• To sequence sentences to form short stories. • To use adjectives in descriptions.	• To write stories about personal experiences and those of others (real and fictional). • To write about real events.	• To proofread their work to check for errors and to make improvements. • To organise their writing into paragraphs around a theme.	• To proofread consistently and amend their own writing, correcting errors in grammar, punctuation and spelling.	• To link ideas across paragraphs. • To proofread their work to assess the effectiveness of their own writing and to make necessary corrections and improvements.	• To use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Awareness of Audience, Purpose and Structure	• To start to engage readers by using adjectives in descriptions describe.	• To use new vocabulary from their reading and from their wider experiences.	• To begin to use of simple layout devices in non-fiction (e.g. headings, bullet points). • To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in stories.	• To create detailed settings, characters and plot in stories to engage the reader and to add atmosphere.	• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • To regularly use dialogue to convey a character and to advance the action.	• To distinguish between the language of speech and writing and to choose the appropriate level of formality.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	• To use simple sentence structures.	• To use the present tense and the past tense mostly correctly and consistently	• To try to maintain the correct tense throughout a piece of writing with accurate. • To use 'a' or 'an' correctly throughout a piece of writing.	• To always maintain an accurate tense throughout a piece of writing.	• To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To ensure the consistent and correct use of tense throughout all pieces of writing.	
Use of phrases and clauses	• To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences.	• To use joining words (conjunctions) 'or', 'and' 'but' to link ideas and sentences. • To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	• To use a wider range of conjunctions, including: when, if, because, and although. • To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	• To expand noun phrases with the addition of ambitious adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	• To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	- To use capital letters for names, places, the days of the week and the personal pronoun 'I'. - To use finger spaces. - To use full stops to end sentences. - To begin to use question marks and exclamation marks.	- To use the full range of KS1 punctuation, including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions (e.g. can't).	- To use the full range of punctuation from previous year groups. - To punctuate direct speech accurately, including the use of inverted commas.	- To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - To consistently use apostrophes for singular and plural possession.	- To use commas consistently to clarify meaning. - To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including: consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.