

# Writing End of Year Expectations - Non-Negotiables

For a glossary of terms please visit [www.frimley.surrey.sch.uk](http://www.frimley.surrey.sch.uk) -> Learning -> Curriculum -> Year group.

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Sentence &amp; text structure</b> 	<p>Write obvious sentences.</p> <p>Use 'and' to join ideas.</p> <p>Use conjunctions to join sentences e.g. <i>so, but</i>.</p> <p>Use verbs correctly e.g. <i>go/went</i>.</p>	<p>Write different kinds of sentence: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description e.g. <i>grumpy, old man over there</i>.</p> <p>Write using subordinating conjunctions e.g. <i>when, if, that, because</i> and co-ordinating conjunctions e.g. <i>or, and, but</i>.</p> <p>Correct &amp; consistent use of present tense &amp; past tense.</p>	<p>Use conjunctions to join two main clauses e.g. <i>when, so, before, after, while, because</i>.</p> <p>Use adverbs to describe verbs e.g. <i>then, next, soon, quickly, slowly</i>.</p> <p>Use prepositions to describe position e.g. <i>before, after, during, in, because of, on, under, beside</i>.</p> <p>Experiment with adjectives to create exciting writing.</p> <p>Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person e.g. <i>I go, she goes</i>.</p> <p>Use perfect form of verbs to mark relationships of time &amp; cause between the past and another point in time e.g. <i>had lost, will have</i>.</p>	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases e.g. <i>biting cold wind</i>.</p> <p>Use fronted adverbials (using an adverbial to start a sentence).</p> <p>Use appropriate choice of noun or pronoun.</p> 	<p>Add phrases to make sentences more precise &amp; detailed.</p> <p>Use range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to best suit the text type.</p> <p>Use pronouns to avoid repetition of nouns.</p> <p>Indicate how likely something is using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will</i>.</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use expanded noun phrases to be specific about complicated information e.g. <i>The fact that it was raining meant the end of sports day</i>.</p> <p>Use sentence structure and layout to suit the text type.</p> <p>Use passive voice where appropriate.</p> 
<b>Punctuation</b> 	<p>Introduce use of:</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stops</li> <li>question marks</li> <li>exclamation marks</li> </ul> <p>Use capital letters for names &amp; personal pronoun 'I'.</p> 	<p>Write with correct &amp; consistent use of:</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stops</li> <li>question marks</li> <li>exclamation marks</li> </ul> <p>Use commas in a list.</p> <p>Use apostrophe to mark omission e.g. <i>cannot -&gt; can't, will not -&gt; won't</i> and singular possession in nouns e.g. <i>Fred's toy, the dog's bone</i>.</p>	<p>Use inverted commas to punctuate direct speech.</p> 	<p>Use apostrophe for plural possession e.g. <i>the dogs' bones</i>.</p> <p>Use a comma after fronted adverbial e.g. <i>Later that day, I heard bad news</i>.</p> <p>Use commas to mark clauses e.g. <i>The boy, who was bored, played football</i>.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p>	<p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> <li>brackets</li> <li>dashes</li> <li>comma</li> </ul> <p>Use commas to make the meaning clear.</p> <p>Link clauses in sentences using a range of subordinating &amp; coordinating conjunctions.</p> <p>Use verb phrases to create slight differences e.g. <i>she began to run</i>.</p>	<p>Use semi-colon, colon or dash to show where independent clauses are.</p> <p>Use colon to introduce a list &amp; semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid confusion.</p> <p>Use full range of punctuation to suit the text type.</p>
<b>Paragraphing</b> 	<p>Write a few sentences to make a short story as an introduction to paragraphs.</p>	<p>Write under headings.</p>	<p>Group ideas into basic paragraphs.</p> <p>Write under headings &amp; sub-headings.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Use connecting adverbs to link paragraphs.</p>	<p>Consistently organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time e.g. <i>later</i>, place e.g. <i>nearby</i> and number e.g. <i>secondly</i>.</p>	<p>Use wide range of ways to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>
<b>Handwriting</b>	<p>Use correct formation of lower case – finishing in right place.</p> <p>Use correct formation of capital letters.</p> <p>Use correct formation of digits.</p>	<p>Write lower case letters correct size relative to one another.</p> <p>Show evidence of diagonal &amp; horizontal strokes to join.</p>	<p>Increase legibility, consistency and fluency.</p>	<p>Write legibly, fluently and with increasing speed.</p>		
<b>Spelling</b> 	<p>Spell the days of the week</p> <p>Spell words containing 40+ phonemes already taught.</p>	<p>Spell by segmenting words into sounds and representing these with letters, spelling many correctly e.g. <i>cat -&gt; c-a-t, thin -&gt; th-i-n</i>.</p> <p>Add suffixes to spell longer words e.g. <i>-ment, -ness, -ful, -less, -ly</i>.</p>	<p>Accurately use apostrophes for contractions e.g. <i>can't, won't</i>.</p> <p>Use the first or second letters of a word to check its spelling in a dictionary.</p> <p>Accurately spell common homophones e.g. <i>there, their, they're</i>.</p>	<p>Read and spell prefixes and suffixes.</p> <p>Read and spell all words from the 3/4 word list correctly.</p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Use knowledge of the origins of words and understand that the spelling of some words do not fit the spelling rules.</p>	<p>Distinguish between homophones and other words which are often confused.</p> <p>Read and spell all words from the 5/6 word list correctly.</p>