

Good Writing at Reception



By the end of Reception a good writer will be able to:

Composition	Phonics	Spelling and Punctuation	Handwriting
Say the sentence they want to write, constructing this themselves. Can explain their work and retell it to others. Can write a simple story with a beginning, middle and end.	Can sound out the words they want to write and write the sounds in the correct order (including digraphs). Can write a simple sentence with phonetically decodable words that can be read by others. Is beginning to sound out 2-syllable words.	Can write their full name. Can write some key words correctly, such as the, to, go, my etc. Is able to use a capital letter, full stop and finger gaps between the words the majority of the time.	Can form most letters correctly. Is able to use 'Kentmere Script'

Good Writing at Nursery



By the end of Nursery a good writer will be able to:

Composition	Phonics	Spelling	Handwriting
Is able to create a simple picture. Is beginning to add more detail to pictures. Can talk about the marks they have made.	Is beginning to hear the initial sound of words. Is beginning to match the sound to the lesson.	Can recognise their own name. Able to write their own name.	Has decided which hand they want to write with. Can hold a pencil correctly. Is able to draw lines and circles. Is beginning to form recognisable letters from their name.

Good Writing at Year 1



By the end of Year 1, a good writer will be able to:

Composition	Phonics	Spelling and Punctuation	Handwriting
Write sentences that can be clearly understood. Sequence sentences to create short stories. Sometimes use adjectives to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination (or, and, but, so)	Segment words into sounds, writing the correct letter/s to match and spelling many correctly.	Add regular plural noun suffixes to words where the root words remain the same, for example, helping (-s, -es, -ed, -ing, -er) Spell most Year 1 common exception words correctly. Use capital letters and full stops the majority of the time and shows some use of question marks. Write capital letters for names and the personal pronoun, I	Show developing accuracy when forming letters using Kentmere Script. Size capital letters accordingly compared to the rest of the writing. Use spacing between words that reflects the size of the letters.

Good Writing at Year 2



By the end of Year 2, a good writer will be able to:

Composition	Phonics	Spelling and Punctuation	Handwriting
Write sentences that can be clearly understood. Use sentences with different forms in their writing (statements, questions, exclamations and commands) Use some expanded noun phrases to describe and specify. Use present and past tense mostly correctly and consistently. Use co-ordination (or, and, but, so) and some subordination (when, if, that, because).	Segment words into sounds, writing the correct letter/s to match and spelling many correctly.	Add suffixes to spell some words correctly in their writing (-ment, -ness, -ful, -less, -ly) Spell most Year 1 and Year 2 common exception words correctly. Spell some words with contracted forms. Use capital letters and full stops the majority of the time and shows some use of question marks and exclamation marks. Write capital letters for names and the personal pronoun, I	Use the diagonal and horizontal strokes needed to join letters in some of their writing. Write capital letter and digits of the correct size, orientation and relationship to one another and to lower-case. Use spacing between words that reflects the size of the letters.

Good Writing at Year 3



By the end of Year 3, a good writer will be able to:

Composition	Spelling, Punctuation and Handwriting
Use a clear structure, characters, setting and plot in narratives.	Correctly spell most of the Year 3/4 words from the list and most from the previous year groups correctly.
Beginning to group related ideas into paragraphs.	Spell words with prefixes and suffixes, for example, form nouns using super, anti and auto.
Use simple organisational devise such as heading in non-narratives.	Consistently use full stops, capital letters, question marks, exclamation marks and commas to separate items in a list.
Use past or present tense consistently and accurately.	Accurately use apostrophes for contracted forms and singular possession.
Use a range of sentences with more than one clause.	Beginning to use inverted commas for direct speech.
Extend sentences using co-ordinating and a growing range of subordinating conjunctions, for example, although, as results of, therefore.	Consistently use correctly formed, sized and orientated Kentmere Script to show the horizontal and vertical strokes needed to join letter.
Use adjectives and adverbs to add detail and description.	
Use <i>a</i> or <i>an</i> correctly before the noun.	
Re-read and check own work, proof-reading for errors, evaluating effectiveness and making changes.	

Good Writing at Year 4



By the end of Year 4, a good writer will be able to:

Composition	Spelling, Punctuation and Handwriting
Create effective narratives that have a clear plot, with well-developed characters and settings.	Correctly spell most of the Year 3/4 words from the list and most from the previous year groups correctly.
Write a range of effective non-fiction using appropriate organisational devices.	Add suffixes which begin with a vowel, for example, forget/forgetting.
Use a range of conjunctions to write sentences with more than one clause.	Add suffixes -sion, -ous, -cian and -ly.
Use expanded noun phrases with adjectives before and sometimes after the noun, for example, <i>'The strict teacher with curly hair.'</i>	Consistently use full stops, capital letters, question marks, exclamation marks and commas to separate items in a list.
Use adverbial phrases of time, place, manner and cause to add some detail and precision to sentences.	Use fronted adverbials with accurate comma placement.
Modify nouns with appropriate determiners.	Accurately use apostrophes for singular and sometimes plural possession including irregular plurals, for example, children's bags.
Start sentences in different ways, for example, fronted adverbials, time openers, -ly openers.	Use inverted commas and beginning to use additional punctuation to show speech.
Organise ideas into paragraphs around a theme.	Beginning to join Kentmere Script fluently.
Consistently use past or present tense appropriately, including use of present perfect.	
Re-read and check own work, proof-reading for errors, evaluating effectiveness and making changes.	

Good Writing at Year 5



By the end of Year 5, a good writer will be able to:

Composition	Spelling, Punctuation and Handwriting
Use expanded noun phrases, adverbs and adverbials and prepositional phrases to add detail and precision.	Produce legible joined handwriting, choosing whether or not to join specific letters.
Guide the reader using a range of conjunctions – subordinating and co-ordinating.	Use apostrophes to show contraction and singular and plural possession.
Adapt sentence structure by varying the position of clause structures (fronted adverbials, embedded clauses)	Use commas for lists and to mark clauses.
Use a range of tenses for effect.	Use dashes and commas correctly to add additional information (parentheses)
Use modal verbs to detail possibility or certainty.	Use inverted commas and all additional punctuation to show direct speech.
Create atmosphere and advance the action with a description of emotions, actions and thoughts through the use of dialogue.	Correctly spell most of the Year 5/6 words from the list and most from the previous year groups correctly.
Use presentational devices if appropriate, such as bullet points, headings and subheadings, column and tables.	Add prefixes and suffixes to spell some words correctly in their writing, for example, dis, de, mis, over and re/ate, ise, ify.

Good Writing at Year 6

By the end of Year 6, a good writer will be able to:

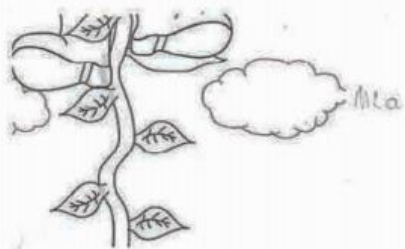


Composition	Spelling, Punctuation and Handwriting
Describe the setting, characters and atmosphere in narratives. Integrate dialogue in narratives to convey characters and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. Use a range of devices to build cohesion within and across paragraphs. Use verb tenses consistently and correctly throughout their writing. Use a range of clause structures, sometimes varying their position within the sentence. Use expanded noun phrases, adverbs and adverbials and prepositional phrases to add detail and precision.	Use a range of punctuation taught at key stage 2 mostly correctly. Use inverted commas mostly accurately. Use commas, brackets or dashes for parenthesis mostly correctly. Use commas for clarity. Make some correct use of semi-colons, dashes, colons and hyphens. Correctly spell most of the Year 5/6 words from the list and most from the previous year groups correctly. Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

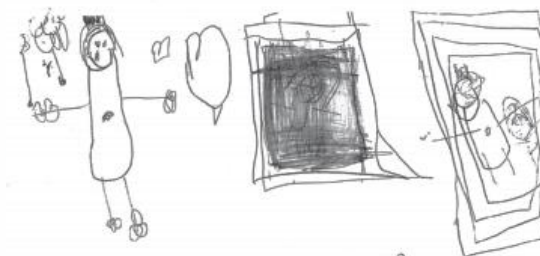
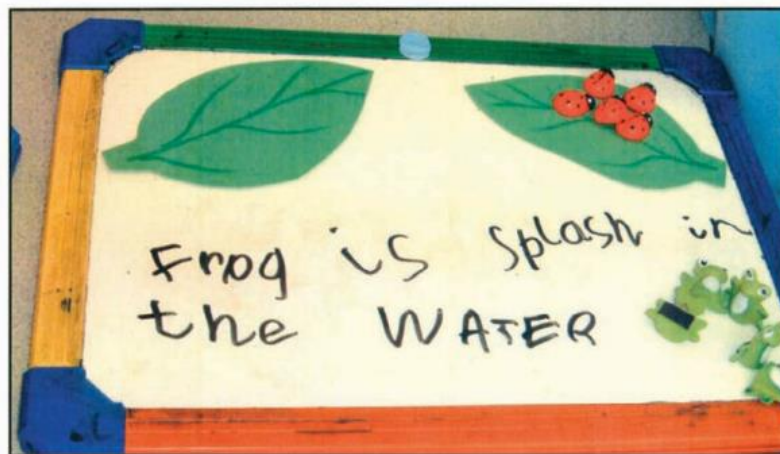
End of Year Expectations Writing in Reception

By the end of the year, children are expected to be able to write a simple sentence that can be read by others. They should be able to sound out the words to write them, writing them how they sound, put finger gaps between the words and write some key words correctly, such as the, he, she, was etc. Below are some examples of children that have achieved the early learning goal (the expected standard).

Harry was observed writing the sentence below independently after singing the rhyme at group time. As he wrote he hummed to himself. After he had done this writing he went to the dressing up box, picked out some green fabric and draped it around his shoulders. He put on some red wellingtons and went outside where he jumped in the puddles



once a poho time
ther wud a boy
with his Mumy
he tuc his cow
to the magic
he car a od Ma
Whe oaly the
magic beens
mumy stand there
a wol



I went to
London I saw a horse
bons I went to
the moose
m