



WRITING AT SPRINGFIELD

SUPPORTING YOUR CHILD WITH WRITING

We know how much you want to support your children with their learning at home and this year, more than ever, that support is crucial. To help guide you to support their progress in writing, this document tells you the end of year expectations for each year group. You can refer to this to help you to support and challenge your children when they are writing at home.

The most important thing you can do to support your child with writing is to encourage them to write at home and be a role model by writing in front of them. Have pencils, pens, paper and notepads around the house so they can write whenever the mood takes them – just a trip to the pound shop can turn your house into a writing wonderland! Dry wipe boards are a perfect tool for practising spellings and jotting down ideas too.

EYFS

By the end of reception, children should be able to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common words that cannot be sounded out. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are spelt incorrectly, but can be sounded out.

- They give meaning to marks they make as they draw, write and paint.
- They can continue a rhyming string.
- They can hear and say the initial sound in words.
- They can segment the sounds in simple words and blend them together.
- They link sounds to letters, naming and sounding the letters of the alphabet.
- They use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- They can write their own name and other things such as labels, captions.
- They attempt to write short sentences in meaningful contexts.

YEAR 1

By the end of Year 1, a child working at the expected standard can:

- form lower and upper case letters in the correct direction, starting and finishing in the right place
- spell words correctly that contain regular letters and sounds
- make phonetically plausible attempts to spell words that have not yet been learnt
- name letters of the alphabet in order
- compose individual sentences orally and then write them down using increasingly accurate spellings
- sequence sentences to make a short narrative
- begin to use accurately capital letters, full stops, question marks and exclamation marks in their sentences
- begin to use distinctive features of standard English in their writing



YEAR 2

By the end of Year 2, a child working at the expected standard can:

- write capital letters, lower case letters and digits in the correct orientation
- consider what is going to be written before beginning by encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to writing through proof-reading
- use connectives to create sub-ordination (e.g. when, because, if) and co-ordination (e.g. or, and, but)
- use the correct choice and consistent use of present tense and past tense throughout a written piece
- use capital letters, full stops, question marks and exclamation marks accurately to demarcate sentences
- use commas to separate items in a list
- use distinctive features of standard English in their writing

YEAR 3

By the end of Year 3, a child working at the expected standard can:

- begin to organise sentences into paragraphs about a similar theme
- in narratives, create settings, characters and plot
- proof-read their own work for spelling and punctuation errors
- express time and place using conjunctions (e.g. after, before)
- use inverted commas to punctuate direct speech
- use headings and sub-headings to aid organisation and presentation of work
- consistently write in the appropriate tense for a piece of writing
- use joined up handwriting throughout independent writing
- spell common words correctly in their independent work
- use distinctive features of standard English in their writing, differentiating between formal and informal language

YEAR 4

By the end of Year 4, a child working at the expected standard can:

- consistently organise sentences into paragraphs about a similar theme
- in narratives, create detailed settings, characters and plot
- independently proof-read their own work for spelling and punctuation errors
- use a range of punctuation consistently and accurately in their writing, including apostrophes
- choose appropriate pronouns or nouns within and across sentences to avoid repetition
- spell most words taught so far accurately and be able to spell words that have not been taught by using what has been learnt about how spelling works in English
- use, understand and apply a range of grammar rules in their written work
- use joined-up handwriting throughout all independent writing
- write for a range of real purposes and audiences
- think aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear
- recognise some of the differences between standard English and non-standard English



YEAR 5

By the end of Year 5, a child working at the expected standard can:

- use accurate grammar and punctuation across all writing, including use of commas to clarify meaning
- vary their writing style according to the audience and purpose of writing
- structure and organise a range of texts effectively for different purposes
- use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing
- use an increasingly complex range of grammar structures in their own work
- write effective descriptions
- proof-read for spelling and punctuation errors
- use further organisational and presentational devices to structure texts e.g. bullet points and headings
- select a handwriting style appropriate to the task
- understand the difference between standard English and non-standard English and can use each for appropriate effect in writing e.g. character dialogue, formal letter

YEAR 6

By the end of Year 6, a child working at the expected standard can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader;
- describe settings, characters and atmosphere;
- use dialogue in narratives to convey character and advance the action in a story;
- use language in keeping with the style of the writing e.g. contracted words in informal writing;
- use a range of conjunctions, adverbial phrases for time and place and pronouns within and across paragraphs;
- use verb tenses consistently and correctly throughout their writing;
- use a range of punctuation accurately in their writing;
- spell accurately common everyday words in their writing and use their knowledge of phonics and spelling rules to spell more complex words and use a dictionary to spell more ambitious vocabulary;
- maintain legibility in joined handwriting when writing at speed.