



WRITING EXPECTATIONS

Nursery

Objective	achieved
Choose to make marks	
Hold a pencil effectively in preparation for fluent writing –using the tripod grip	
Know what my name looks like and I can copy some of the letters from it	
Sometimes gives meaning to marks made	
Begin to show accuracy and care when drawing	

Reception

Objective	achieved
Write simple sentences which can be read by themselves and others	
Write name (correct upper and lower case)	
Use capital letters and full stops to demarcate sentences	
Spell some words by identifying sounds in them and representing the sounds with a letter or letters	
Correct letter formation for familiar words	

Year 1

Objective	achieved
Write clearly demarcated sentences	
Use 'and' to join ideas	
Use 'and' to join sentences	
Use standard forms of verbs e.g. go/went	
Evidence of: Capital letters	
Evidence of: Full stops	
Evidence of: Question marks	
Evidence of: Exclamation marks	
Use capital letters for names and personal pronoun 'I'	
Write clearly sequenced sentences	
Correct formation of lower case letters-finishing in right place	
Correct formation of capital letters	
Correct formation of digits	



Year 2

Objective	achieved
Write different kinds of sentences: Statement, question, exclamation and command	
Use expanded noun phrases to add description and specification eg 'The tall, handsome prince' as opposed to 'The prince.'	
Write using subordination (when, if, that, because)	
Correct and consistent use of present tense and past tense	
Correct use of verb tenses	
Correct and consistent use of: Capital letters	
Correct and consistent use of: Full stops	
Correct and consistent use of: Question marks	
Correct and consistent use of: Exclamation marks	
Commas in a list	
Apostrophe (omissions)	
Introduction of speech marks	
Write under headings	
Evidence of diagonal and horizontal strokes to join handwriting	

Year 3

Objective	achieved
Correct use of capital letters and full stops consistently	
Use conjunctions (when, so, before, after, while, because)	
Use adverbs (eg then, next, soon)	
Use prepositions (eg before, after, during, in, because of)	
Experiment with adjectives to create impact	
Correctly use verbs in 1st, 2nd and 3rd person	
Use perfect form of verbs to mark relationships of time and cause	
Correct use of speech marks for direct speech	
Write under headings and sub-headings	
Legible, joined handwriting	
Group ideas into paragraphs around a theme	



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Year 4

Objective	achieved
Correct use of tense throughout work	
Correct form of was/were used	
Vary sentence structure, using different openers	
Use adjectival phrases (eg biting, cold, wind)	
Appropriate choice of noun or pronoun	
Apostrophe for singular and plural possession (eg The boy's coat. The boys' coats)	
Comma after fronted adverbial (eg Later that day, I heard bad news)	
Use commas to mark clauses (eg As I walked past the dog, it began to bark)	
Correct use of punctuation around speech	
Legible, joined handwriting of consistent quality	

Year 5

Objective	achieved
Add phrases to make sentences more precise and detailed	
Use range of sentence openers—judging the impact or effect needed	
In narratives, describe settings, characters and atmosphere	
Use dialogue to convey character	
Begin to adapt sentence structure to text type	
Use pronouns to avoid repetition	
Use: Brackets	
Use: Dashes	
Use: Commas	
Use commas to clarify meaning or avoid ambiguity	
Link clauses in sentences using a range of subordinating and coordinating conjunctions	
Use verb phrases to create subtle differences (e.g. she began to run)	
Consistently organise paragraphs	
Link ideas across paragraphs using adverbials of time (e.g. later) place, (e.g. nearby) and number (e.g. secondly)	
Legible and fluent handwriting style	

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Year 6



Objective	achieved
Use subordinate clauses to write complex sentences	
Use passive voice where appropriate	
Use dialogue to advance the action	
Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day)	
Evidence of sentence structure and layout matched to requirements of text type	
Use: Semi-colon, colon, dash to mark the boundary between independent clauses	
Correct punctuation of bullet points	
Hyphens to avoid ambiguity	
Full range of punctuation matched to requirements of text type	
Use wide range of devices to build cohesion within and across paragraphs	
Use paragraphs to signal change in time, scene, action, mood or person.	
Legible, fluent and personal handwriting style	