

## Writing must haves

Y1

Spelling - children will know how to:

- spell words containing the 40+ phonemes they have learnt in letters and sounds
- spell common exception words, e.g. they, there, come and days of the week
- name the letters of the alphabet in order and use them to talk about alternative spellings of the same sound
- divide words into syllables
- add s, es, ing, ed, er and est to words where no change to the root word is needed
- use the prefix un
- spell compound words, e.g. football, playground

Handwriting - children will:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters and the digits 0-9 correctly
- understand which groups of letters are formed in similar ways and practise them

Writing - children will

- compose a sentence orally before writing it down
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- discuss what they have written and read it aloud to others

Grammar and punctuation - children will

- leave spaces between words
- join words and clauses using and
- being to punctuate sentences using a capital letter and a full stop, question mark or explanation mark
- use a capital letter for names of people, places, the days of the week and personal pronoun I

Vocabulary for children to know: letter, capital letter, word, plural, singular, sentence, punctuation, full stop, question mark, exclamation mark

## Writing must haves

Y2

Spelling - children will know how to:

- spell by segmenting words into phonemes and selecting the correct grapheme
- write new ways of spelling phonemes for which one or more spellings are already known
- common exception words
- spell more contracted words, e.g. it's, couldn't
- use the possessive apostrophe, e.g. the girl's book
- add es, ed, er, ing, est and y to words where the root word changes
- add suffixes to spell longer words, including ment, ness, ful, less, ly
- recognise different meanings of homophones, e.g. to/too/two

Handwriting - children will

- form lower-case letters, capital letters and digits of the correct size in relation to each other
- use spacing between words that reflects the size of the letters
- start using some of the diagonal and horizontal strokes needed to join letters

Writing - children will

- show positive attitudes when writing for a range of purposes for longer periods
- plan what they are going to write, write down ideas and organise what they are writing into sentences
- make simple additions and corrections to their own writing by evaluating, re-reading to check that it makes sense and proof read to check for errors in spelling, punctuation and grammar
- read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and punctuation - children will

- use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive
- use sentences with different forms: statement, question, exclamation, command
- use noun phrases to describe and specify, e.g. the blue butterfly
- use the past and present tense correctly
- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Vocabulary for children to know: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma.

## National Curriculum 2014

### Writing Must Haves

#### Year 3 Writing Must Haves:

##### Spelling-

- Prefixes, such as 'auto-', and suffixes, such as '-sion' are used and spelt correctly
- Homophones are used and spelt accurately, such as 'bury' and 'berry' or 'weather' and 'whether'
- Commonly misspelt words, such as 'science' and 'neighbour', are spelt correctly

##### Handwriting-

- Handwriting should be joined up
- Letters should be of a consistent size
- Ascenders (b, d, h, l, t) and descenders (f, g, j, p, q, y) should have clear sizes, heights and tails

##### Writing-

- Vocabulary should be rich and make their writing more exciting
- A variety of sentence structures are used
- Sentences are organised into paragraphs

##### Fiction

- Settings, characters and plot are created and described

##### Non-fiction

- Headings and subheadings are used to help with layout

##### Grammar and punctuation-

- Basic conjunctions are used in some longer sentences
- Verbs are picked and used accurately
- Accurate use of nouns and pronouns
- Commas are sometimes used, particularly in a list
- Some attempts are made to use correct speech punctuation (inverted commas, known as speech marks)

## Year 4 Writing Must Haves:

### Spelling-

- The first two or three letters of a word are used to check its spelling in a dictionary
- A simple sentence can be written from memory with correct spelling and punctuation

### Handwriting-

- All writing should be joined up
- Handwriting is fluent and legible
- Children can produce handwriting at increasing speed

### Writing-

- Vocabulary should be rich and make their writing more exciting
- A range of sentence structures and lengths are used to create effect
- Sentences are developed and written in a series of paragraphs

### Fiction

- Settings, characters and plot are created, developed and described

### Non-fiction

- Headings and subheadings are used to organise writing and layout

### Grammar and punctuation-

- A range of conjunctions are used in compound and complex sentences
- Conjunctions, adverbs and prepositions are used to mark time or reason
- Perfect verbs are sometimes used, e.g. I have visited, She has visited, They have visited
- Some sentences start with an adverb, or an adverbial phrase, known as a fronted adverbial
- Commas are used in lists and following a fronted adverbial
- Apostrophes are used to mark possession

## Year 5 Writing Must Haves:

### Spelling-

- Some words with silent letters, such as 'knight' and 'solemn', are spelt correctly
- Dictionaries are used to check the spelling and meaning of words
- Children can use a thesaurus to find alternative words with similar meanings

### Handwriting-

- All handwriting is joined up, fluent and is legible when produced at speed
- An individual style is beginning to form

### Writing-

- Vocabulary should be selected for the audience and purpose of the writing
- Notes and plans are developed into ideas and longer pieces of writing
- Writing is edited and improved to clarify meaning and enhance its effectiveness
- Correct tenses are consistently used
- Written language is more formal than spoken language

### Fiction

- Settings and characters are developed from experience or other existing writing
- Characters' speech and dialogue fits with their created personality
- Dialogue is used to add pace to stories and move the action along

### Non-fiction

- Organisation and presentation of texts is aided by headings, subheadings, bullet points and underlining

### Grammar and punctuation-

- Colons are used at the beginning of a list
- Brackets, dashes and commas are used to add in extra information or clarify meaning
- Clauses within sentences are clearly marked with a comma or a dash
- Relative clauses to start with words such as 'who', 'where', 'which', 'why' and 'that'

## Year 6 Writing Must Haves:

### Spelling-

- Use a words meaning and background to help with accurate spelling and make links between words
- Trickier homophones, or near homophones, are correctly used and spelt, such as 'practice' and 'practise' or 'advice' and 'advise'
- More complicated suffixes, such as '-able' and '-ible', are correctly used and spelt

### Handwriting-

- An individual style is developing
- Children use different standards of handwriting for different purposes
- Un-joined handwriting is a choice and used as appropriate, for example when writing in block capitals on a form

### Writing-

- Writing is of a suitable tone and register (level of formality/informality)
- Singular and plural verbs are correctly used to ensure subject (who or what) verb agreement
- Sentences within paragraphs flow and lead into one another fluently
- Paragraphs within writing are linked together and link smoothly

### Fiction

- Settings and characters development creates an atmosphere and adds emotions to a story
- Vocabulary is selected to enhance meaning and add to the atmosphere

### Non-fiction

- Bullet points are listed and punctuated consistently

### Grammar and punctuation-

- The use of the subjunctive form of a verb is sometimes used to express necessity, purpose or a suggestion, for example 'Is it essential that we be there?'
- The passive voice can be used to show the recipient of the activity, rather than the performer of the activity, for example 'The enemy (recipient) was defeated by our troops (performer).'
- Expanded noun phrases are used to convey complicated information precisely, for example 'The girl that stole from the shop is over there.' or 'The fact that she stole meant the end of her career was near.'
- Modal verbs and adverbs