# NEW NATIONAL CURRICULUM – 2014

## SUBJECT AREA: Writing

| End of year expectations: |
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| Year 1 |

write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

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| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spaces |
| | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** |
| | Capital letters for names and for the personal **pronoun** *I* |
| **Terminology for pupils** | letter, capital letter |
| | word, singular, plural |
| | sentence |
| | punctuation, full stop, question mark, exclamation mark |

| End of year expectations: |
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| Year 2 |

develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

develop their understanding of the concepts by:
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

| **Text** | Correct choice and consistent use of **present tense** and **past tense** throughout writing |
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| | Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*] |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** |
| | Commas to separate items in a list |
| | **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*] |

| Terminology for pupils | noun, noun phrase |
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| | statement, question, exclamation, command |
| | compound, suffix |
| | adjective, adverb, verb |
| | tense (past, present) |
| | apostrophe, comma |

# End of year expectations:

# Year 3

| Sentence | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
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| Text | Introduction to paragraphs as a way to group related material |
| | Headings and sub-headings to aid presentation |
| | Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| Punctuation | Introduction to inverted commas to **punctuate** direct speech |
| Terminology for pupils | preposition conjunction |
| | word family, prefix |
| | clause, subordinate clause |
| | direct speech |
| | consonant, consonant letter vowel, vowel letter |
| | inverted commas (or 'speech marks') |

# End of year expectations:

# Year 4

| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) |
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| | **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*] |
| Text | Use of paragraphs to organise ideas around a theme |
| | Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| Punctuation | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] |
| | **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] |
| | Use of commas after **fronted adverbials** |
| Terminology for pupils | determiner |
| | pronoun, possessive pronoun |
| | adverbial |

# End of year expectations:

# Year 5

| Sentence | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun |
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| | Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*] |
| Text | Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] |
| | Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis |
| | Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun |
| | relative clause |

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| | parenthesis, bracket, dash |
| | cohesion, ambiguity |

## End of year expectations:
## Year 6

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| **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** |
| | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] |
| | Use of the colon to introduce a list and use of semi-colons within lists |
| | **Punctuation** of bullet points to list information |
| | How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] |
| **Terminology for pupils** | subject, object |
| | active, passive |
| | synonym, antonym |
| | ellipsis, hyphen, colon, semi-colon |
| | bullet points |