

Writing end of year expectations

Nursery	Reception	Year 1	Year 2
<p><u>30-50 months</u></p> <ul style="list-style-type: none"> Can sometimes give meaning to marks as they draw and paint Can ascribe meaning to marks that they see in different places <p><u>Physical</u></p> <ul style="list-style-type: none"> Holds pencil between thumb and 2 fingers, no longer using a whole hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters eg. Letters from their name 	<p><u>40-60+</u></p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Continues a rhyming string Hears and says the initial sound in words Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p><u>Physical</u></p> <ul style="list-style-type: none"> Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p><u>Transcription</u></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Can identify known phonemes in unfamiliar words Can use syllables to divide words when spelling Use what they know about alternative phonemes to narrow down possibilities for accurate spelling Can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular Can name all the letters of the alphabet in order Can use letter names to show alternative spellings of the same phoneme <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Can sit correctly at the table, holding a pencil comfortably and correctly Can form lower case letters in the correct direction, starting and finishing in the right place Can form capital letters and digit 0-9 	<p><u>Transcription</u></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Can segment spoken words into phonemes and record these Can spell words with alternative spellings, including a few common homophones Can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. Can use their knowledge of alternative phonemes to narrow down possibilities for accurate spelling Can identify phonemes in unfamiliar words and use syllables to divide words <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Can form lower-case letters of the correct size relative to one another Can begin to use some of the diagonal and horizontal strokes needed to join letters Show that they know which letters are best left unjoined Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters
	<p><u>Early learning goals</u></p> <ul style="list-style-type: none"> Use their phonic knowledge to write words in ways that match their spoken sound Write some irregular common words Write simple sentences which can be read by themselves and others Some words are spelt correctly whilst others are phonetically plausible. They handle equipment and tools effectively, including pencils for writing. 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Can compose a sentence orally before writing it Can sequence sentences in chronological order to recount an event or experience Can re-read what I have written to check that it makes sense Can leave spaces between words Know how the prefix 'un' can be added to words to change meaning Can use suffixes, 's', 'es', 'ed', and 'ing' in their writing 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Can write narratives about personal experiences and those of others, both real and fictional Can write for different purposes including real events Can plan and discuss the content of writing and record their ideas Can orally rehearse structured sentences or sequences of sentences Can evaluate their own writing independently, with friends and with an adult Can proof-read to check for errors in spelling, grammar and punctuation
		<p><u>Grammar and Punctuation</u></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> Can combine words to make a sentence Can join two sentences using 'and' <p><u>Text structure</u></p> <ul style="list-style-type: none"> Can sequence sentences to form a narrative <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Can separate words using finger spaces Can use capital letters to start a sentence Can use a full stop to end a sentence Can use a question mark, exclamation mark and capital letters for names. Can use 'I' 	<p><u>Grammar and Punctuation</u></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> Can use subordination and co-ordination Can use expanded noun phrases Can say how the grammatical patterns in a sentence indicate its function <p><u>Text structure</u></p> <ul style="list-style-type: none"> Consistently use the present tense and past tense correctly Can use the progressive forms of verbs in the present and past tense <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use capital letters for names of people, places, days of the week and the personal pronoun 'I' Correctly use question marks and exclamation marks Can use commas to separate items in a list Can use apostrophes to show where letters are missing and to mark singular possession in nouns