

# Symphony On-Track Writing End of Year Expectations

Pre-Year 1 (for those WTS in Y1)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>The Pupil Can</b></p> <p>Writing (including use of Phonics)</p> <ul style="list-style-type: none"> <li>• Sometime give meaning to marks they draw, paint and write</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words</li> <li>• Write their own name and other things such as labels and captions</li> <li>• Sometimes use awareness of finger spaces</li> <li>• Attempt to write short sentences in meaningful contexts</li> <li>• Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Write some irregular common words from Phase 2/3 phonics.</li> <li>• Say out loud what they are going to write about</li> <li>• Write a simple 3-word sentence told by adult e.g. It is red</li> <li>• Write simple sentences and phrases which can be read by themselves and others</li> <li>• Sometimes use a capital letter for start of a sentence</li> <li>• Sometimes use a full stop at the end of a sentence</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand</li> <li>• Begin to use anticlockwise movement and retrace vertical lines</li> <li>• Begin to form recognisable letters</li> <li>• Hold a pencil near point between first two fingers and thumb and use it with good control</li> <li>• Use a pencil and holds it effectively to form recognisable letters, some of which are correctly formed</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write sentences in order to create short narratives and non-fiction texts</li> <li>• use some features of different text types (although these may not be consistent)</li> <li>• reread their writing to check that it makes sense and make suggested changes</li> <li>• use adjectives to describe.</li> <li>• use repetition for description e.g. a lean cat, a mean cat. A green dragon, a fiery dragon</li> <li>• use similes using 'as' e.g. as tall as a house, as red as an apple</li> <li>• use simple sentence structures e.g. I played in the playground at lunchtime</li> <li>• use joining words (conjunctions) 'and', 'but' or 'so' to link ideas and sentences and to form compound sentences e.g. The children played on the swings and slid down the slide.</li> <li>• Has an awareness of: <ul style="list-style-type: none"> <li>o capital letters for names, places, the days of the week and the personal pronoun 'I' finger spaces</li> <li>o capital letters to end sentences</li> <li>o capital letters to start sentences</li> <li>o question marks</li> <li>o exclamation marks</li> </ul> </li> <li>• spell most words containing previously taught phonemes and GPCs accurately</li> <li>• Begin to spell most Y1 common exception words and days of the week accurately (from English Appendix 1)</li> <li>• use -s and -es to form regular plurals correctly (e.g. dogs, churches) and third person singular marker for verbs e.g. thanks, mixes, goes</li> <li>• use the prefix 'un'</li> <li>• add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word)</li> <li>• Name letters of alphabet in order</li> <li>• Write from memory, simple sentences dictated by the teacher e.g. words using GPCs, CEW taught so far</li> <li>• write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (at least beginning to join)</li> <li>• use spacing between words that reflects the size of the letters</li> <li>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell</li> </ul> <p><u>Symphony On-Track but not on TAFs</u></p> <ul style="list-style-type: none"> <li>• Begin to use Apostrophes for contraction and possession</li> <li>• Show Distinction between homophones/near homophones</li> <li>• Add suffixes</li> <li>• Use commas</li> <li>• Write simple sentences dictated by the teacher including GPCs, CEWs and punctuation taught so far</li> </ul> <p><i>refer also to NC Composition and Appendix 1 (spelling) and 2 (Grammar &amp; Punctuation)</i></p>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• demonstrate an increasing understanding of purpose and audience</li> <li>• begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)</li> <li>• proof-read their own and others' work to check for errors with increasing accuracy, and make improvements</li> <li>• make deliberate ambitious word choices to add detail</li> <li>• begin to create settings, characters and plot in narratives</li> <li>• begin to organise their writing into paragraphs around a theme (including present perfect tense) throughout a piece of writing</li> <li>• Begin to use a relative clause correctly in a sentence using who, whom, which, whose or that</li> <li>• use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list, apostrophes</li> <li>• begin to use inverted commas in direct speech</li> <li>• begin to use subordinate clauses in sentences e.g. although, until, because, before, whereas, since</li> <li>• begin to use conjunctions (finally, meanwhile, after that, just then, later) adverbs (immediately, eventually, constantly, occasionally) and prepositions (above the clouds, in the distance, over there, somewhere near here, under my bed, down by the ...) to show time, place and cause</li> <li>• use 'a' or 'an' correctly most of the time</li> <li>• begin to show how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</li> <li>• spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial</li> <li>• spell many words with suffixes correctly, e.g. usually, poisonous, adoration</li> <li>• begin to spell homophones correctly, e.g. which and witch</li> <li>• spell some of the Year 3 and 4 statutory spelling words correctly</li> <li>• use a neat, joined handwriting style with increasing accuracy</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</li> <li>• write narratives with a clear beginning, build up, problem, resolution and ending, with a coherent plot</li> <li>• proof-read with increasing confidence and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense</li> <li>• create more detailed settings, characters and plot in narratives to engage the reader</li> <li>• consistently organise their writing into paragraphs around a theme</li> <li>• maintain an accurate tense throughout most pieces of writing</li> <li>• use relative e.g. whom, which, who, that, whose and subordinate clauses (sometimes in varied positions) e.g. although, until, because, before, whereas, since</li> <li>• use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'</li> <li>• use the full range of punctuation from previous year groups e.g exclamation marks, question marks, commas in a list and in relative clauses, inverted commas, apostrophes</li> <li>• use all the necessary punctuation in direct speech mostly accurately (including in relative clauses)</li> <li>• use apostrophes for singular and plural possession within most pieces of work.</li> <li>• expand noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair</li> <li>• begin to use modal verbs in sentences e.g. could, should must, would</li> <li>• use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas</li> <li>• spell words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial</li> <li>• spell words with suffixes correctly, e.g. usually, poisonous, adoration</li> <li>• spell homophones correctly, e.g. which and witch</li> <li>• spell the Year 3 and 4 statutory spelling words correctly</li> <li>• consistently use a neat, joined handwriting style</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on an audience and purpose</li> <li>• describe settings, characters and atmosphere to consciously engage the reader</li> <li>• use dialogue to convey a character and advance the action with increasing confidence</li> <li>• select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details</li> <li>• create paragraphs that are suitably linked.</li> <li>• proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements</li> <li>• use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, full stops, commas in a list, commas to demarcate clauses, colons introduce a list, ellipsis</li> <li>• use brackets, dashes or commas to begin to indicate parenthesis and use commas to clarify meaning or avoid ambiguity (word, phrase or sentence has more than one meaning)</li> <li>• use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly</li> <li>• use a range of clause structures including, relative and subordinate clauses with a full range of conjunctions</li> <li>• select most nouns or pronouns appropriately to aid cohesion and avoid repetition</li> <li>• elaborate sentences using: <ul style="list-style-type: none"> <li>o Adverbial phrases; e.g. Beyond the dark gloom of the cave, Zach saw the wizard move</li> <li>o 'Ed' and 'ing' dropped-in clauses e.g. Poor Tim, exhausted by so much effort, ran back home</li> </ul> </li> <li>• Reshape sentences- lengthening or shortening sentences for meaning</li> <li>• Move sentence chunks (how, when, where) around for different effects e.g. The siren echoed... through the lonely streets... at midnight...</li> <li>• Use stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief</li> <li>• Use empty words e.g. someone, somewhere was out to get him!</li> <li>• use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>• spell many complex homophones correctly, e.g. affect/effect, practice/practise</li> <li>• spell many words correctly from the Y5/6 statutory spelling list</li> <li>• write with joined and legible handwriting that is fluent and with increasing speed</li> </ul>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list<sup>2</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed<sup>2</sup></li> </ul> <p><u>Symphony On-Track but not on TAFs</u></p> <ul style="list-style-type: none"> <li>• Use subjunctive forms</li> <li>• Hyphens to avoid ambiguity</li> <li>• Use semi-colons accurately</li> </ul> <p><sup>2</sup>These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</p> <p><sup>2</sup> The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</p> <ul style="list-style-type: none"> <li>• refer also to NC Appendix 2 – punctuation and grammar</li> </ul>