



Writing at Shirley Infant School

A GUIDE FOR PARENTS

abcdefghijklmnop

This booklet on writing expectations for Shirley Infant School is designed to be both a guide to support you when working with your child and to inform you of their progress.

We have set out key markers of progress for the end of each year group and the next steps beyond Year 2. The statements are organised around word, sentence, text and handwriting skills.

You will note when reading the success criteria or 'I can ...' statements at the head of each piece of writing in your child's writing book that they all relate to these generic targets. The end of year expectations, read in conjunction with the success criteria will give you a good guide as to your child's progress with their writing.

These expectations are intended as a guide only and reflect where many Shirley Infant children will be working by the end of each year. Please note that children make overall progress in writing at very different rates and against each skill base e.g. they may make faster progress with their use of descriptive language than their handwriting for a period.

Reflecting on these statements it is clear that progress in writing is very closely linked to both reading ability and an interest in reading. A regular reader develops an expansive knowledge of not just different genres, texts and sentence structure but a range of vocabulary and a manipulation of language. Reading and motivating your child to read a range of books will have a huge impact on their writing.

At the end of Year R many children can be expected to:

- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write using recognisable letters, simple words and phrases
- Compose a sentence orally and attempt to write short sentences in a context to convey meaning
- Begin to write in different forms; e.g. lists, captions, simple stories
- Spell some CV (to, at, in) and CVC (cat, tip) words correctly and other words that are phonetically plausible
- Sometimes use full stops to mark the end of a line rather than a sentence
- Writing is orientated correctly, top to bottom, left to right
- Produce some correctly formed letters, but perhaps inconsistent in size
- Use spacing between words and letters but the spaces may vary
- Writing may need to be mediated to be understood

At the end of Year 1 many children can be expected to:

- Write simple sentences that make sense and begin to extend and join sentences with 'and', 'but', 'then'
- Write with a purpose and ideas that are usually sequenced appropriately
- Write stories with a beginning, middle and end. Instructions that are in the correct order
- Begin to insert a range of phrases in their writing such as once upon a time, one day and in the end
- Use appropriate vocabulary for the writing genre
- Begin to use interesting descriptive language e.g. for appearance, feelings, characters and settings
- Demarcate some sentences accurately with capital letters and full stops
- Spell simple high frequency words correctly
- Increasingly use their knowledge of phonics and spelling patterns in their writing
- Usually form and orientate their letters correctly with ascenders and descenders distinguished
- Always use finger spaces between words

At the end of Year 2 many children can be expected to:

- Write with appropriate text features and group related ideas together
- Use detail to engage the reader and vary word choices, including adjectives and nouns, some of which are ambitious
- Use full stops, capital letters and question marks more consistently and begin to experiment with exclamation marks and commas
- Start some sentences in different ways e.g. subject, preposition, pronoun or phrase
- Begin to use time connectives that sequence events such as next, then, before, suddenly, after that
- Use connectives such as but, so and because to extend sentences
- Spell the majority of the high frequency words correctly
- Use their knowledge of phonics and regular spelling patterns in their writing
- Correctly form and orientate most letters and that they are generally neat and regular in size with ascenders and descenders placed appropriately

Many of our Year 2 children are beginning to:

- Write with a real purpose for an audience
- Develop story structure but this may not be balanced, e.g. long beginnings and sudden endings. Events are increasingly well organised and sequenced
- Start to group related material into short paragraphs
- Use some simple layout features in non-narrative writing
- Write with a blend of simple and compound sentences which are grammatically correct
- Use first and third person consistently
- Use a range of connectives to signal time, e.g. first, next, then, suddenly, after a while, eventually
- Use a wider range of connectives to signal cause/reason, e.g. because, so, when, which
- Add detail through noun phrases and adverbs e.g. golden coins and glistening brightly
- Attempt to engage the reader through detail or word choices, e.g. creates anticipation or uses humour
- Begin to use technical language appropriate to text type
- Narrative includes expanded character/setting descriptions
- Use speech marks where appropriate
- Use an increasing range of verbs and adjectives for impact
- Select nouns to be specific, e.g. Ferrari instead of car
- Can spell high frequency and commonly used words and usually accurate spelling of two syllable words
- Write legibly, usually joined, showing accurate and consistent letter formation

