



In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

COMPOSITION	Orally rehearse sentences before writing.
	Understand and identify nouns, verbs and adjectives within sentences. *GD 2
	Write simple sentences and compound sentences using basic conjunctions (e.g. "...but...", "...and...") *GD 3
	Use a variety of sentence openers, including those related to time (e.g. "Finally...", "Next...")
	Use titles and subtitles in non-fiction writing.
	Compose and sequence sentences to form a short piece of text. *GD 1
	Compose a sustained narrative with clear beginning and ending.
	Use a range of adjectives to make their writing more interesting. *GD 5
	Use present and past tense.
	Check their own work for coherence by reading to an adult. *GD 7
PUNCTUATION	Use capital letters and full stops accurately to start and finish sentences.
	Recognise the purpose of question and exclamation marks and attempt to use them when writing.
	Use capital letters for names of people, places, days of the week and the personal pronoun I.
	Use finger spaces to separate words.
	Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. *GD 4
SPELLING & HANDWRITING	Spell some high-frequency words and words using spelling strategies from Appendix 1 of the English Programme of Study. *GD 6
	Spell CVC/CVCC/CCVC words.
	Make plausible phonetic attempts to spell longer, unfamiliar words using phonetic strategies.
	Recognise, read and use words ending in common suffixes (e.g. "...ing")
	Sit correctly at a table, holding a pencil comfortably and correctly.

	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
	Form capital and lower-case letters and digits (0-9) in the correct direction, starting in the correct position.
	Write simple dictated sentences.
Greater depth year 1	Write effectively for a range of purposes and audiences. *GD 1
	Use simple noun phrases (e.g. a huge scary monster, a brilliant day out). *GD 2
	Use <i>because</i> and <i>but</i> to join clauses. *GD 3
	Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading. *GD 4
	Consistently use vocabulary from across the curriculum in their writing. *GD 5
	Consistently apply Y1 spelling expectations across their writing. *GD 6
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing. *GD 7

Statements in bold are suggested KPIs.



In addition to expectations from previous years, by the end of Year 2, a student at Redfield ET, will be able to:

COMPOSITION	Write simple, coherent narratives about personal experiences and those of others (real or fictional). *GD 1
	Write about real events, recording these simply and clearly.
	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when, if, that, because) to join clauses.
	Use sentences with different forms: statement, question and exclamation.
	Use expanded noun phrases for description and specification (e.g. the pink butterfly, plain flour).
	Write simple coherent narratives about personal experiences and those of others (real or fictional); Write about real events, recording these simply and clearly.
	Use ambitious vocabulary including adjectives, powerful verbs and adverbs.
	Use a variety of sentence openers.
	Use present and past tense mostly correctly and consistently.
	Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting.)
	Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.
	Read and edit their writing to make simple additions, revisions and corrections. *GD 2
PUNCTUATION	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
	Use the punctuation taught at key stage 1 mostly correctly (capital letters, full stops, question marks and exclamation marks). Use commas to separate items in a list. Use apostrophes for single possession and contractions. *GD 3
SPELLING & HANDWRITING	Spell many common exception words , including words using spelling strategies from Appendix 1 of the English Programme of Study (Year 2 No Nonsense). *GD 4
	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. *GD 5
	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use fluent, legible handwriting that is mostly joined. *GD 6 Use spacing of words that reflects the size of the letters.
Year 2 Greater depth	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. *GD 1
	Make simple additions, revisions and proof-reading corrections to their writing. *GD 2
	Use the punctuation taught at Key Stage 1 mostly correctly found in Appendix 2 of the English Programme of Study. *GD 3
	Spell most common exception words. *GD 4

	Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly). *GD 5
	Use the diagonal and horizontal strokes needed to join some letters. *GD 6

Statements in bold are from Teacher Assessment Framework at the end of Key Stage 1 2018-19 onwards.



In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

COMPOSITION	Write for a range of purposes and audiences by discussing writing that is similar to that which she or she is planning to write in order to understand and learn from its structure and vocabulary. *GD 1
	In narratives, create settings, characters and plot.
	Organise writing into paragraphs as a way of grouping related material. *GD 4
	Compose and write compound and complex sentences independently using a range of subordinating and co-ordinating conjunctions (e.g. so, when, before, after, while, because). *GD 3
	Use a range of adverbs, conjunctions and prepositions for time, manner and place (e.g. later, next, soon, after, before and as, because, so, which and under, above, along, on between and across).
	Use expanded noun phrases with adjectives and adverbs to add detail to their writing.
	In non-narrative writing, use headings and sub-heading to organise text.
	Use a variety of sentence openers, including adverbials.
	Begin to choose appropriately between simple past and present perfect tense in their writing (e.g. He had left that morning... She has baked cakes for years... They have moved to France).
	Use effective vocabulary including specific, technical language and figurative (e.g. alliteration, similes, onomatopoeia). *GD 6
	Understand the following technology: preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'). *GD 5
	Plan, edit and evaluate own writing. *GD 8
PUNCTUATION	Expand and extend their use of punctuation to include: apostrophes to indicate contractions and show singular possession; inverted commas to indicate speech; commas in a list. *GD 2
SPELLING & HANDWRITING	Spell most words correctly, including words using spelling strategies from Appendix 1 of the English Programme of Study (Year 3 No Nonsense), 50% of the 3/4 word list. *GD 7
	Use the first two or three letters of a word to check the spelling and/or meaning in a dictionary.
	Write sentences dictated by the teacher.
Year 3 Greater Depth	Use fluent, legible, joined handwriting.
	Write effectively for a range of purposes and audiences. *GD 1
	Begin to demarcate speech with all necessary punctuation. *GD 2
	Understand the concept of a main and subordinate clause. *GD 3
	Secure use of paragraphing. *GD 4
Year 3 Greater Depth	Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading. *GD 5

	Consistently use vocabulary from across the curriculum in their writing. *GD 6
	Consistently apply Y3 spelling expectations across their writing. *GD 7
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing. *GD 8

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 4

Writing

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:

COMPOSITION	Write effectively for a range of purposes and audiences by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. *GD 1
	In narratives, create settings, characters and plot with consideration for audience and purpose.
	Use paragraphs around a theme. *GD 3
	Avoids repetition and builds cohesion through appropriate choice of pronouns and nouns within and across sentences.
	Use a range of tenses (e.g. simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys had come (past perfect) too far to turn back now. Failure was (simple past) not an option). *GD 5
	In non-narrative writing, use simple organisational devices e.g. paragraphs, headings and subheadings.
	Recognise and use formal and informal style and language. *GD 4
	Identify main and subordinate clauses. *GD 2
	Write complex sentences with the subordinate clause at the start and at the end of the sentence (e.g. Although it was terrifying, we set off on our dangerous quest. We set off on our dangerous quest, although it was terrifying.
	Use a wider range of subordinating conjunctions (e.g. "besides", "although", "by contrast") to write more complex sentences and co-ordinating conjunctions for compound sentences
	Use varied and effective vocabulary including specific, detailed technical and figurative language (e.g. alliteration, similes, onomatopoeia, metaphor). *GD 7
	Use noun phrases expanded by the addition of modifying adjectives (e.g. a dragon expanded to terrifying dragon with razor-sharp, nouns (e.g. demon dragon, lifeblood, sea serpent) and preposition phrases (e.g. the cottage in the middle of the woods).
	Use a wider range of fronted adverbials (e.g. <i>time: Later that morning, they attacked the dragon. manner: With fear in their eyes, they attacked the dragon. place: Under the drawbridge, they attacked the dragon</i>) punctuated with a comma.
	Control the use of standard and non-standard English (e.g. correct subject/verb agreement (we were, I did); use of contractions or abbreviations e.g. Back from holiday. Have lots to tell you!
	Understand the following terminology: determiner, pronoun, possessive pronoun adverbial. *GD 6
	Use a thesaurus to enhance their writing.
	Plan, edit and evaluate their own and other's writing. *GD 9

PUNCTUATION	<p>Accurately use punctuation learnt in Years 1 – 3 (question marks, exclamation marks, full stops, apostrophes for contraction and possession, inverted commas to indicate speech, and commas in a list)</p> <p>Accurately punctuate speech.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p>
SPELLING & HANDWRITING	<p>Spell most words correctly, including words using spelling strategies from Appendix 1 of the English Programme of Study (Year 4 No Nonsense), most of the 3/4 word list. *GD 8</p> <p>Use the first three or four letters of a word to check the spelling and/or meaning in a dictionary.</p>
	<p>Accurately write sentences dictated by the teacher from memory.</p>
	<p>Increase the legibility, consistency and quality of their joined handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>
Year 4 Greater Depth	<p>Write confidently and effectively for a range of purposes and audiences. *GD 1</p>
	<p>Secure use of commas to separate main and subordinate clauses. *GD 2</p>
	<p>Secure cohesion within paragraphs. *GD 3</p>
	<p>Maintain an appropriate level of formality throughout pieces of writing. *GD 4</p>
	<p>Confident and effective use of a range of tense and verb forms (e.g. simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys had come (past perfect) too far to turn back now. Failure was (simple past) not an option.) *GD 5</p>
	<p>Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading. *GD 6</p>
	<p>Consistently use vocabulary from across the curriculum in their writing. *GD 7</p>
	<p>Consistently apply Y4 spelling expectations across their writing. *GD 8</p>
	<p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing. *GD 9</p>

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 5

Writing

In addition to expectations from previous years, by the end of Year 5, a student at Redfield ET, will be able to:

COMPOSITION	Write effectively by identifying the audience for and purpose of the writing, using other similar writing including drawing on reading where necessary. *GD 1
	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character.
	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly and link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
	Use a range of tenses appropriately in their writing including past, present, future, perfect, progressive and modal. *GD 5
	In non-narrative writing, use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
	Use formal and informal language, as appropriate. *GD 4
	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	Write sentences with subordinate and main clauses at the start and end of the sentences using commas to separate. *GD 3
	Confidently use a variety of precise, effective and well used expanded noun phrases.
	Select varied and effective vocabulary including specific, detailed technical and figurative language (e.g. alliteration, similes, onomatopoeia, metaphor, personification, hyperbole, idioms). *GD 2
	Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.
	Understand the following terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion, ambiguity. *GD 6
	Use a thesaurus to enhance shades of meaning in their writing.
PUNCTUATION	Evaluate and edit by: Assessing the effectiveness of their own and other's writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2 ensuring mostly consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proof-read for spelling and punctuation errors *GD 7
	Use a wider range of punctuation, including colons, semi-colons, dashes and hyphens in compound words. Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. Accurately use punctuation from Years 1-4 (question marks, exclamation marks, full stops, apostrophes for contraction and possession, commas after fronted adverbials, inverted commas to indicate speech, and commas in a list).

SPELLING & HANDWRITING	Spell most words correctly, including words using spelling strategies from Appendix 1 of the English Programme of Study (Year 5 No Nonsense), most of the 3/4 words and 50 % of the 5/6 words lists; Use the first three or four letters of a word to check the spelling and/or meaning in a dictionary. *GD 8
	Write increasingly legibly, fluently, and with increasing speed, using joined script.
GREATER DEPTH Year 5	Write confidently and effectively for a range of purposes and audiences selecting the appropriate form. *GD 1
	Consistently use vocabulary from across the curriculum in their writing. *GD 2
	Show secure use of a range of sentence structures, begin to manipulate clauses for effect. *GD 3
	Manipulate formality in different types of writing. *GD 4
	Begin to experiment with using passive voice e.g. in science writing and newspaper reports. *GD 5
	Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading. *GD 6
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing.*GD7
	Consistently apply Y5 spelling expectations across their writing. *GD 8

Statements in bold are suggested KPIs.



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Age-Related Expectations (ARE)

YEAR 6

Writing

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

COMPOSITION

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use first person in a diary; direct address in instructions and persuasive writing) by selecting the correct form and drawing on reading and research where necessary *GD 1

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Selecting appropriate vocabulary and grammar structures including that within Appendix 2 and understanding how such choices can change and enhance meaning (e.g. contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility) *GD 3

Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms; ellipses)

Use verb tenses consistently and correctly throughout their writing

In non-narrative writing, use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets or tablets)

Understand and demonstrate the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out-discover, ask for -request, go in -enter, use of question tags or subjunctive form) *GD 2

Select a wide range of clause structures, sometimes varying their position within the sentence

Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Consistently and accurately uses coordinating and subordinating conjunctions throughout writing

Confidently select a wide range of effective vocabulary including specific, detailed technical and figurative language (e.g. alliteration, similes, onomatopoeia, metaphor, allusion)

Understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Use a thesaurus to carefully select vocabulary to suit purpose, audience and shades of meaning.

Evaluate and edit by:
assessing the effectiveness of their own and others' writing;
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to Appendix 2 of the English Programme of Study;
ensuring consistent use of tense, correct subject and verb agreement when using singular and plural;
proof-reading for spelling and punctuation errors

PUNCTUATION	<p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) *GD 4</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p> <p>Use the colon to introduce a list and use of semi-colons within lists.</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p>
SPELLING & HANDWRITING	<p>Spell most words correctly, including words using spelling strategies from Appendix 1 of the English Programme of Study and the words lists (Years 3/4 and Years 5/6 word lists); use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintain legibility in joined handwriting when writing at speed, using diagonal and horizontal strokes to join letters and understand which letters are best left unjoined when adjacent to one another</p>
GREATER DEPTH	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) *GD 1</p> <p>Distinguish between the language of speech and writing and choose the appropriate register *GD 2</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this *GD 3</p> <p>Use the range of punctuation used at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.*GD 4</p> <p>(There are no additional statements for spelling or handwriting)</p>

Statements in bold are from Teacher Assessment Framework at the end of Key Stage 2 2018-19 onwards.