



Jurby Community School

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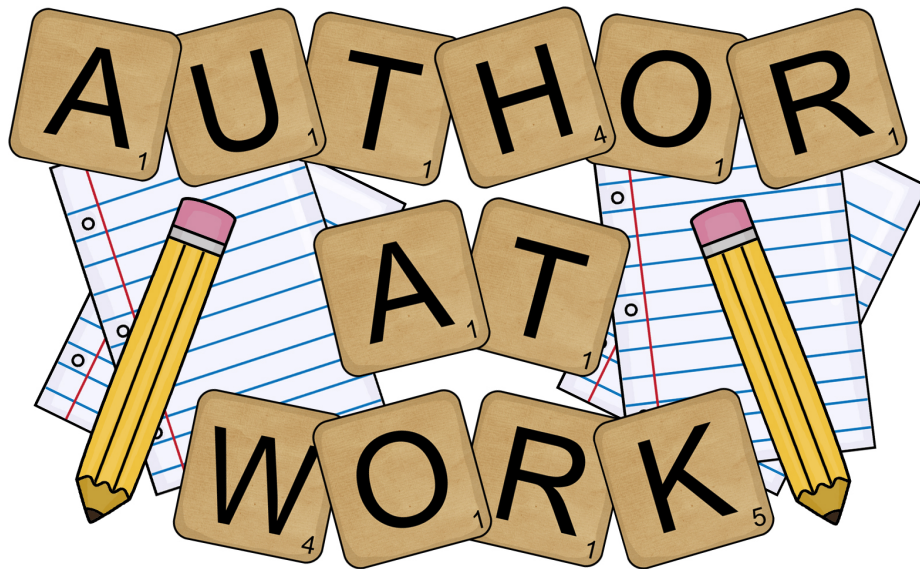
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'Believe it; Achieve it'



What features should my child's writing contain
and by when?



A guide to the average child's attainment.

The statements in this booklet are an outline of what the 'average' child's writing is expected to include by the end of each school year. It is not a complete list, but rather an indication of some of the main points that we look for when assessing a child's piece of work.

Some children will clearly be working beyond the level expected and will have moved on to the next set of skills before the end of the year, and others will not have mastered all of them and will keep working towards them the following year.

By the end of Reception the average child will be able to:-

- Consist of simple sentences which can be read by themselves and others.
- Be able to write their own name correctly and label common objects.
- Some sentences will start with a capital letter or end with a full stop.
- Have some words spelt correctly, and others phonetically plausible.
- They will use their phonic knowledge to write words in ways which match their spoken sounds.

By the end of Year 1 the average child's writing will:-

- Include more than one idea.
- Include evidence of choice of appropriate vocabulary.
- Include some brief additional detail e.g. 'The big scary lion' rather than 'the lion'.
- Introduce characters.
- Be written in simple sentences.
- Sentences will often begin with 'I' and be list like e.g. "I went to the park and I went on the swing and I went on the slide and I ..."
- Include some punctuation.
- Words separated by finger spaces.

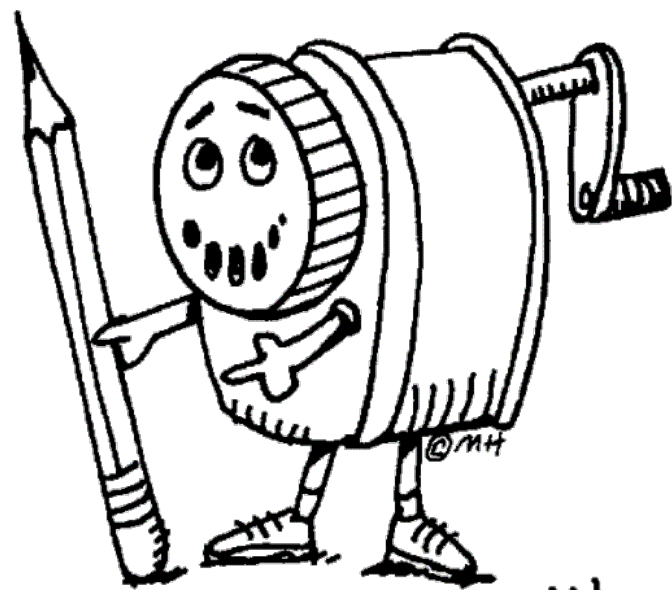


By the end of Year 2 the average child's writing will:-

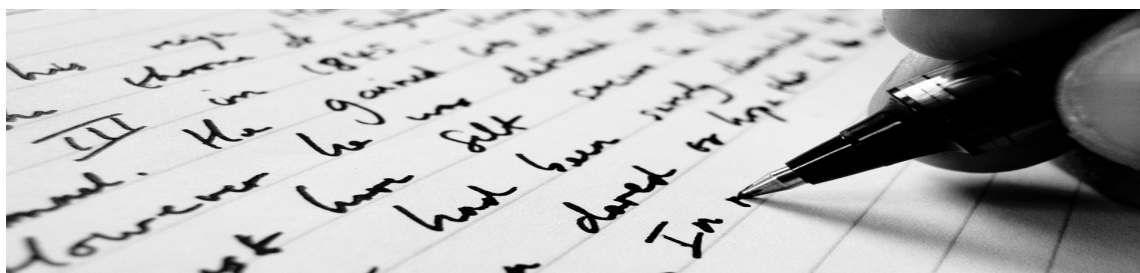
- Be a simple structured and organised piece of writing e.g. letter, story, invitation.
- Have some relationship between events, actions and characters.
- Have some simple time adverbials to structure the time line of the writing (First, next later on, then etc).
- Simple adjectives will modify nouns e.g. great time, wild garden, scary lion.
- Contain a mixture of simple and compound sentences.
- Some sentences will have both full stops and capital letters.
- If appropriate include other punctuation e.g. commas in lists, question marks and exclamation marks.

By the end of Year 3 the average child's writing will:-

- Be organized and imaginative with a beginning, middle and an attempt to end the text appropriately.
- Structure and sequence may be supported by line breaks or paragraphing.
- Have two or more events, chronologically sequenced and showing relationship to one another.
- Have a range of time adverbials for chronological sequencing is used e.g. "When we got there first, on Thursday."
- Have good use of connectives, moving beyond 'but' and 'and' which may include 'because, so if' and 'after' sometimes explaining the relationships between ideas e.g, He was feeling happy so he skipped outside to play.
- Some sentences will include adverbial phrases or expanded noun phrases e.g. - "He burst into the room suddenly."
- Have accurate use of capital letters and full stops and if relevant, question marks, exclamation marks and commas in lists.



Sharpen Your Skills



By the end of Year 4 the average child's writing will:-

- Have events which are organised into a clear beginning, middle and appropriate end.
- Have characters and events which are conveyed through description, dialogue and precise vocabulary choices.
- Contain simple imagery used to create interest and to make the writing more stimulating e.g. the lake was shimmering.
- May use some humour and suspense to create interest.
- The grammatical structure of sentences will usually be correct.
- Have evidence of some variation in sentence structure, for example, adverbials in different positions which may read awkwardly. E.g. "By a milesecond, she came 1st in the race".
- Have clauses which are linked with a wider range of connectives attempting to clarify the relationship between ideas – e.g. connections in time, place and explanation e.g. 'which'; 'so'; 'where'; and 'because'.
- Have sentence punctuation which is accurately used with appropriate use of capital letters, full stops, exclamation marks and question marks.
- There may be some attempts to use commas to demarcate clauses.
- Use of speech marks may still be insecure.

By the end of Year 5 the average child's writing will:-

- Have the writing organised with a clear beginning, middle and ending.
- The main body of the text is structured and controlled.
- Have ideas which may be grouped into paragraphs.
- Have language used effectively to inform the reader's understanding of a character or event.
- Have language features used to good effect, e.g. similes and metaphors.
- Have tenses and pronouns used consistently and appropriately throughout the text.
- Some sentences will include adverbial phrases clarifying relationships in time and space, or expanded noun phrases to add precision and detailed description e.g. "Just as she said that, a shimmering ghostly figure appeared in the doorway."
- Sentence punctuation is now mostly secure.
- If relevant to the task, the use of speech marks will be mostly accurate with some correct use of commas within sentences to mark phrases or clauses.

By the end of Year 6 the average child's writing will:-

- Have shifts in time and place help to shape the story (e.g. "Meanwhile back at the ranch....")
- Have links made between events to build up contextual detail e.g. "She was tired because she'd been woken up earlier than usual by her baby brother."
- Interactions between characters are effective in moving the plot forward.
- Imaginative detail and precise vocabulary is used for effect.
- Have tenses and pronouns used consistently and appropriately throughout the text.
- A range of complex sentences and subordinating connectives are used securely to extend meaning, to express ideas more accurately or to clarify relationships in time and place e.g. "Even though he was frightened, he crept into the cave."
- Sentences may include adverbials or expanded noun phrases selected to engage the reader e.g. "The wind howled like a wolf."
- Sentence punctuation is now mostly secure.
- If relevant to the task, the use of speech marks is mostly accurate with some correct use of commas within sentences to mark phrases or clauses.

W R I T E

some letters make a word

W R I T E

some words make a sentence

W R I T E

some sentences make a paragraph

W R I T E

some paragraphs make a chapter

W R I T E

some chapters make a book