



While working from home, it can be really hard for parents to know how best to guide their child with their writing. We have had a few questions regarding how far to guide or correct children with their writing activities, so we have created this short overview which shows the main development points for each year group. This can be used so children can self-mark/self-correct ("Have you used capital letters?" Etc) or it can be used for those children who aspire to make their writing even more amazing!

## Year One

- Children are using their phonic knowledge sounds to try and spell words
  - Children spell Y1 common exception words correctly \*
    - Children are forming letters correctly \*
    - Children use finger spaces between words
  - Children use capital letters and full stops to mark sentences

## Year Two

- Children spell Y1 and 2 common exception words correctly \*
- Children use finger spaces, capital letters, full stops and question marks accurately
- Children are forming letters correctly and of the appropriate size to one another
  - Children use a pre-cursive font when writing \*
- Children use conjunctions such as **because, and, but, or, when** in their writing

## Year Three and Year Four

- Children's handwriting is neat and joined
- Children spell all KS1 year groups spellings correctly\*, as well as high frequency words\* and common exception words\*
- Children correctly use full stops, capital letters, question marks, exclamation marks and commas in a list
  - Children use a range of conjunctions within their writing \*
  - Children begin their sentences in a variety of ways \*
- Children use amazing adjectives, adverbs, similes, personification and other descriptive devices to make their writing interesting
  - Children write in a consistent tense (either all present tense or all past tense)
    - Children can paragraph longer pieces of work

## Year Five and Year Six

- Children consistently use neat and joined handwriting
- Children spell all year group\* spellings correctly, as well as high frequency words\* and common exception words\*
- Children use correct capital letters, end of sentence punctuation, inverted commas, apostrophes and commas
- Children use a range of sentence structures to make their writing interesting—short sentences, subordinate clauses, embedded clauses, etc.
  - Children consistently paragraph their writing
- Children carefully consider their use of vocabulary, conjunctions\*, fronted adverbials\* and descriptive devices to write for a range of reasons.



## What does it all mean?! Glossary

Adjective	<p>A word which describes a noun, e.g. shiny, fragrant.</p> <p>There was a <b>huge, stone</b> castle.</p>
Noun	<p>A common noun—the general name for objects (<b>table, person, dog, etc</b>)</p> <p>A proper noun—always start with a capital letter—the specific name for things, <b>EG Miss Kennerley/ Congleton/ Buglawton Primary School/ February</b></p>
Verb	<p>A doing/ action word.</p> <p>The children <b>laughed</b> while they <b>ran</b> round the trim trail.</p>
Conjunction	<p>A word that joins two parts of a sentence. Co-ordinating conjunctions include ‘and’, ‘but’ and ‘so’. Subordinating conjunctions include ‘because’, ‘if’ and ‘until’.</p> <p><b>Buglawton Primary is closed because</b> of the coronavirus pandemic.</p>
Adverb	<p>A word which describes how a verb action is being carried out, e.g. noisily, very.</p> <p>The baby cried <b>loudly</b>.</p>
Simile	<p>Compares two things using the words ‘like’ or ‘as’</p> <p>I’m as hungry as a wolf.</p> <p>You shine bright like the sun.</p>
Present tense	<p>Writing that describes actions which are happening now.</p> <p>Quickly, I <b>run</b> towards the gate and <b>leave</b> the park.</p>
Past tense	<p>Writing which describes action that took place in the past.</p> <p>On Christmas Day we <b>opened</b> presents and <b>ate</b> delicious food.</p>
Personification	<p>Giving human characteristics to something non-human</p> <p>The door <b>stood still</b>.</p> <p>The grey clouds <b>moaned and groaned</b>.</p>
Paragraph	<p>A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line. We encourage children to start a new paragraph when they change topic, time or place.</p>
Subordinate clause	<p>A part of a sentence (clause) that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information.</p> <p>I take my dog to the park every day, <b>even though sometimes it is raining</b>.</p>
Embedded clause	<p>A clause used in the middle of another clause. It is usually marked by commas.</p> <p>The man, <b>walking along with his dog</b>, whistled a tune to himself.</p>
Fronted adverbial	<p>Words or phrases used at the beginning of a sentence to describe the action that follows.</p> <p><b>With a happy smile</b>, she skipped into the room.</p> <p><b>During the pandemic</b>, most children learned from home.</p>



## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

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## Letter Formation Practice Sheet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z



## 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	would
before	dog	food	head	long	new	really	suddenly	two	yes
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	



## Yearly Spelling Expectations

### **Year 1**

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your  
football, playground, farmyard, bedroom, blackberry  
they, be, he, me, she, we, no, go, so, by, my, here  
there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

### **Year 2**

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold,  
gold, hold, told, Mr, Mrs, Christmas  
every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass,  
plant, path, bath, hour  
move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people,  
water, again, half, money, parents

### **Year 3**

calendar, certain, continue, centre, decide, eight, exercise, different, early, earth, heart, particular, position,  
recent, sentence, straight, strength, although, through  
answer, minute, fruit, learn disappear, arrive, appear, group, notice, circle, February, grammar, special,  
strange, accident(ally), address, favourite, enough, interest business, bicycle, probably, promise, particular,  
suppose, woman.

### **Year 4**

actual(ly), believe, breath, busy, describe, difficult, heard, history, imagine, important, often, peculiar, perhaps,  
possible, regular, remember, thought, weight, breathe, build, caught, forward(s), guard, increase, mention,  
length, naughty, ordinary, popular, possess(ion), potatoes, quarter, reign, separate, though, women, complete,  
consider, experience, experiment, extreme, library, guide, height, medicine, material, island, knowledge,  
natural, occasion(ally), opposite, pressure, question, surprise, therefore, various

### **Year 5**

accommodate, accompany, according, achieve, aggressive, ancient, apparent, available, category, cemetery,  
committee, communicate, community, controversy, correspond, develop  
Dictionary, disastrous, embarrass, environment, equip (-ped, -ment), exaggerate, excellent, explanation,  
Familiar, foreign, forty, government, harass, hindrance, interrupt, lightning, marvellous  
mischievous, necessary, neighbour, occupy, occur, opportunity, parliament, recommend, relevant, rhythm,  
secretary, suggest, symbol, system, thorough, twelfth, vegetable

### **Year 6**

amateur, appreciate, attached, average, awkward, bargain, bruise, competition, conscience\*, conscious\*,  
convenience, criticise (critic + ise), curiosity, definite, desperate, determined, especially, existence, frequently  
guarantee, identity, immediate(ly), individual, interfere, language, leisure  
Muscle, nuisance, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue,  
Recognise, restaurant, rhyme, sacrifice, shoulder, signature, sincere(ly), soldier, stomach, sufficient,  
temperature, variety, vehicle, yacht

# Conjunctions

Conjunctions link two words or phrases together.

## Coordinating conjunctions

These link two words or phrases together as an equal pair.

### Year 1

and



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### plus:

for  
nor  
but  
or  
yet  
so



## Subordinating conjunctions

These introduce a subordinate clause.

### Year 2

when  
if  
that  
because

### Year 3/4

when  
if  
because  
although

### plus:

after  
as  
before  
once  
provided  
since  
though  
till  
unless  
until  
whenever  
wherever  
whether  
while

# Sentence Openers

## Time

One day  
One morning  
One evening  
After that  
After a while  
Before long  
Afterwards  
As soon as  
At last  
A moment later  
In the meantime  
Later on  
Meanwhile  
Soon  
During  
Now  
Next week  
All of a sudden

## Order

At first  
First  
Second  
Third  
Then  
Last  
Finally  
Next



## Where

In the middle of the...  
Under the bridge...  
Over the bridge...  
In the distance...  
Far away...  
In a far off land...  
Inside of...  
At the end of...  
On top of the...  
Next to the...  
Nearby...  
Opposite the...

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## To add information

Again  
Also  
Another  
Along with...  
For example...  
As well as



## Comparisons

However  
Yet  
Despite  
Still  
Unlike  
Even though  
Although  
Rather than

