

New National Curriculum: Writing by Year Group Bands



This is a summary of the content of the New Curriculum for Writing*. It is not a complete list of everything that is taught in writing in each year band nor is it an assessment check list. It is a guide to help parents support children in key targets for age related expectation in each band, which relates to year groups. All children progress through the bands at their own level. Additional support is given to children who are consolidating their learning before they move on, or who have Special Educational Needs, to ensure they make strong progress. Likewise, extra challenge is given where children's understanding is extended into the next stage. Please use this guide to help your child at home, and if you have any queries about your child's progress please speak to the class teacher.

EYFS	Band 1	Band 2
<ul style="list-style-type: none"> • Write own name • Write labels and captions • Segment to form simple words • Begin to form simple sentences 	<ul style="list-style-type: none"> • Write first and last name with capital letters where needed • Spell days of the week • Separate words with spaces • Write simple sentences • Use capital letters to start sentences and full stops to end them • Use capital letters for names • Name the letters of the alphabet in order • Spell using phonic knowledge 	<ul style="list-style-type: none"> • Write simple compound sentences • Use 'and' and 'then' to join ideas • Use time connectives such as 'then', 'before', 'meanwhile' • Begin to use subordination in relation to time and reason • Use present and past tenses consistently and correctly • Use capital letters, including I, and full stops correctly • Use question marks • Use commas in a list • Form all letters correctly • Use apostrophes to mark contracted forms of spelling
Band 3	Band 4	Band 5
<ul style="list-style-type: none"> • Show relationships of time, reason and cause through subordination and use of connectives • Able to group ideas into paragraphs • Use joined handwriting throughout independent writing • Use exclamation marks 	<ul style="list-style-type: none"> • Vary sentence structure by use of phrases and clauses • Use connectives to link paragraphs • Consistently use first and third person correctly • Use commas to mark clauses • Use apostrophes for possession • Use speech marks to punctuate direct speech 	<ul style="list-style-type: none"> • Adapt sentence construction to different text types, purposes and readers • Add phrases to make sentences more precise • Use range of sentence openers consistently • Consistently organise writing in paragraphs • Use pronouns to avoid repetition • Punctuate accurately. • Use paragraphs to signal changes in time, scene, action, mood or person. • Organise paragraphs coherently • Use simple links between paragraphs. • Use, entirely consistently, the language associated with first, second and third person.
Band 6		
<ul style="list-style-type: none"> • Refine sentence constructions to express subtle distinctions of meaning, including hypothesis, speculation and supposition • Use punctuation to clarify meaning in sentences (semi-colon, colon, dash) • Rearrange the sentence construction to add meaning • Use a full range of punctuation correctly • Develop use of subordinate clauses 		

*The National Curriculum can be downloaded at <https://www.gov.uk/government/collections/national-curriculum>