



Woodhouse Writing Checklists

Below are the Woodhouse writing expectations for each year group for parents and children to use when practising writing at home. If your child is confidently achieving all of the statements for their year group, they should focus on writing in different genres rather than moving onto statements from the next year group. E.g. stories (action, adventure, mystery), dairy entries, letters, poems, information texts, recounts, instructions.

Reception

Use capital letters to start many sentences accurately
Use full stops to close many sentences accurately
Use finger-spaces between words
Make sure that writing makes sense
Use 'Woodhouse joins' (pre-cursive)
Use logical phonetic spelling NOTE: Spelling may be incorrect but focus on using the correct 'sound'. E.g. 'sheap' for 'sheep' or 'bak' for 'back' or 'kight' for 'kite' are acceptable at this level

Year 1

Use capital letters and full stops to close many sentences accurately
Use capital letters for some proper nouns (names of things – eg. Cities/towns, people, countries, schools)
Begin to use adjectives (words that describe things – eg. 'red door' / 'fluffy teddy')
Use 'and' correctly
Begin to use ? ! with some accuracy
Write with many letters accurate in shape and size including lower case letters, capital letters and digits
Use finger-spaces between words

Year 2

Punctuate most sentences with capital letter and full stops
Punctuate sentences with question marks where required
Use the conjunctions 'or', 'and' & 'but'
Use the conjunctions 'when', 'if' & 'because' sometimes
Form capital letters and digits of the correct size compared to the lower-case letters
Use finger-spacing between words

Year 3

Use **expanded noun phrases** (adjective + noun / describing word + thing)

E.g. 'Gnarled roots' / 'giant, fluffy teddy'

NOTE: Where two adjectives are used, separate them with a comma.

Punctuate **most** sentences correctly with capital letters and full stops / question marks / exclamation marks

Use conjunctions ('and', 'but', 'or', 'so', 'when', 'if', 'because')

Use adverbial (eg. Then, soon, next) or prepositional (position) openers (eg. Under the table **OR** Across the road) and placing a comma after them **some** of the time

E.g. Under the table, Adrian crouched down to avoid being seen.

E.g. Afterwards, the children began to run round the lounge.

Begin to use paragraphs

TOP TIP: When a scene, time or topic changes, it is probably best to begin a new paragraph.

Use inverted commas to punctuate speech **sometimes**

E.g. "My friend is bigger than you," mentioned Charlotte.

E.g. Charlotte mentioned, "My friend is bigger than you."

Use apostrophes correctly (to show missing letters like 'can't' (eg. can + not) and belonging (eg. 'Mike's bike' or 'the dog's bone')

TOP TIP: If there are two nouns (things) next to each other with an 's' in between them, you need to use an apostrophe! (eg. The man's key / The car's engine)

Year 4

Punctuate sentences **naturally** with capital letters and full stops / question marks / exclamation marks

Use expanded noun phrases (adjective + noun / describing word + thing eg. Gnarled roots **OR** giant, fluffy teddy)

NOTE: Where two adjectives are used, separate them with a comma

Use paragraphs

TOP TIP: When a scene, time or topic changes, it is probably best to begin a new paragraph.

Use conjunctions (and, but, so, or, when, as, if), adverbs (-ly words) and prepositions (positional words like 'under', 'over', 'later')

Use apostrophes for plural (more than one) possession (eg. The cows' cries were heard across the farm)

TOP TIP: Turn round the phrase and insert 'that belonged to' so that it reads 'the cries that belonged to the cows'. The apostrophe comes after the last letter of this sentence! 'S' is the last letter in this instance so in our original writing, the apostrophe comes after the 's'. This trick works **every** time!

Use some pronouns in the place of nouns ('Mike' → 'he'; 'those people' → 'they'; 'Mr Freeman' → 'I')

Use inverted commas to punctuate speech mostly correctly

E.g. "My friend is bigger than you," mentioned Charlotte.

E.g. Charlotte mentioned, "My friend is bigger than you."

E.g. "My friend," mentioned Charlotte, "is bigger than you."

Use adverbial (eg. Then, soon, next) or prepositional (position) openers (eg. Under the table **OR** Across the road) and placing a comma after them **most** of the time

E.g. Under the table, Adrian crouched down to avoid being seen.

E.g. Afterwards, the children began to run round the lounge.

Year 5

Use paragraphs accurately TOP TIP: When a scene, time or topic changes, it is probably best to begin a new paragraph.
Use correctly punctuated speech to 'create' a character's personality E.g. "My friend is bigger than you," smirked Charlotte, slyly. TOP TIP: Use adverbs ('-ly' words) to create a character and well-chosen speech verbs (eg. 'said' vs 'smirked' – the second tells us Charlotte can be rude)
Use 'who', 'which', 'whose' mid-sentence to create relative clauses and correctly punctuate these (with commas, dashes or brackets either side) E.g. The girls, who were excited about the play, danced around the hall wildly.
Use modal verbs (would, will, could, can, should, shall, must, might, may)
Use apostrophes for plural (more than one) possession (eg. The cows' cries were heard across the farm) TOP TIP: Turn round the sentence so that it reads 'the cries that belonged to the cows'; the apostrophe comes after the last letter of this sentence in your original writing! 'S' is the last letter in this instance so in our original writing, the apostrophe comes after the 's'.
Use commas for sentences beginning with 'when', 'as' and 'if' TOP TIP: Place the comma where there is a pause when reading out loud.

Year 6

Describing settings, characters and atmosphere using advanced adjectives (describing words) E.g. The bulbous roots of the tree...
Use correctly punctuated speech to 'create' a character's personality E.g. "My friend is bigger than you," smirked Charlotte, slyly. TOP TIP: Use adverbs ('-ly' words) to create a character and well-chosen speech verbs (eg. 'said' vs 'smirked' – the second tells us they can be rude)
Use passive forms where appropriate in their writing E.g. The soldiers were halted by a hail of bullets. E.g. Our dog was walked by our neighbours. TOP TIP: Passive forms are usually signalled by a 'was/were' and a 'by' in the same sentence.
Use varied openers for sentences and conjunctions ('and', 'so', 'but', 'or', 'when', 'as', 'if' etc.) regularly so that the writing flows.
Use 'who', 'which', 'whose' mid-sentence to create relative clauses and correctly punctuate these (with commas, dashes or brackets either side) E.g. The girls, who were excited about the play, danced around the hall wildly.
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary so that roughly 95% of the words are correctly spelt