

DFE guidance April 2019 states that local authorities may specify requirements as to effectiveness ... in deciding whether education is suitable, whilst accepting that this must be applied in relation to the individual child’s age, ability and aptitude. Children will be at different levels, some may be in advance, some at a lower level and some children may be working towards the minimum standard. Our Home Education Advisor will discuss where you think your child is and what your plans are in relation to providing a suitable education.

What children should be expected to do	Supporting planning and drafting	Supporting writing and editing
<p>Year 3: Key Stage 2</p> <ul style="list-style-type: none"> compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures shows awareness of different text types, their features and purposes (ie. a newspaper will have headings, subheadings, captions and articles will answer what, where, when, why, how?) rehearse sentences orally and in sequence before writing them down use pictures and notes to plan the sequence of sentences writing in simple and compound sentences choose appropriate nouns and pronouns for cohesion can write an increasing number of sentences with more than one clause (see primary national curriculum) use paragraphs in non-fiction texts with subheadings and writing a series of linked sentences in narrative writing, can organise material into logical chunks, and can write a coherent series of linked sentences but these are not always demarcated with paragraphs can create an appropriate setting, two or three characters and a coherent plot which draws on, but adapts elements of the modelled story proof read for errors: can, with support, identify possible improvements in grammar and vocabulary to their own and others writing. (eg, I need to change this to ‘He’ because I have used ‘Jason’ a lot) proof read for spelling and punctuation errors 	<p>Ask questions: <i>“What are you going to write about?”</i> <i>“What will you use to help you?”</i></p> <p>Rehearsing sentences <i>“How many words are in that sentence?”</i> <i>“How will you check?”</i> <i>“What can you do if you get stuck?”</i> <i>“What’s our repeating sentence?”</i> <i>“What do we need at the beginning/end of each sentence?”</i> <i>“How can you make your sentence more exciting?”</i> <i>“Can you order these pictures from the story?”</i></p>	<p><i>“You’ve written, ‘Once upon a time, there is a girl called Little Red Riding Hood.’ Tell me how to fix this sentence?”</i></p> <p><i>“Where should ‘first’, and ‘finally’ be written in your instructions?”</i></p> <p><i>“How do you begin/end a traditional tale?”</i></p> <p><i>“What other details could you add to make this even better?”</i></p> <p><i>“Read that sentence again, slowly. Can you hear a word you have missed out?”</i></p> <p><i>“Tell me about your writing.”</i></p> <p><i>“Why did you use this word instead of this one?”</i></p> <p><i>“Why did you write about...”</i></p>
<p>Year 4: Key Stage 2</p>		

<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • can identify the text type by naming it and with prompt can describe a scenario for using it • can independently select the most relevant information to include in plans for writing e.g. key vocabulary, suitable ideas • can use modifying adjectives, nouns and preposition phrases to expand their sentences • use fronted adverbials to indicate time, place or manner • vary sentence structure, using simple, compound and complex sentences • organise text into paragraphs to distinguish between different information, events or processes • use adverbs and conjunctions to establish cohesion within paragraphs • can use settings and characterisation to engage readers' interest, drawing on experiences in their reading • use beginning, middle and end in narratives, where events are sequenced logically and the main conflict is resolved • chose vocabulary to add interest or clarity and adverbs are used to add detail to action • can spot most of their own spelling and punctuation errors to correct them, including errors with recently taught spelling patterns • can extend their sentences by using a wider range of conjunctions • use verb tense, nouns and pronouns appropriately • <p>can use a wide range of conjunctions, adverbs & prepositions to express time and cause</p>		<p><i>“How can you improve this word/sentence/part?”</i></p> <p><i>“Which word can we use to join these sentences together?”</i></p> <p><i>“What can we use instead of ‘and’?”</i></p>
<p>Year 5: Key Stage 2</p> <ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writings as models for their own • can discuss their initial ideas and record them using appropriate organisational models • can use their knowledge of texts to support their writing • can draw on what they have learned about how authors develop character and settings to help them create their own • can select appropriate grammar and vocabulary e.g. the use of different sentence types, including both simple and complex sentences, appropriate to the writing task • use adventurous vocabulary to describe settings, mood and characters in narrative writing • integrate dialogue appropriately in order to add interest and pace to the action • use of paragraphs of varying length to achieve pace and emphasis, and to structure the plot 		

<ul style="list-style-type: none"> • can use an increasing range of organisational devices when writing non-narrative texts to guide the reader e.g. headings, sub-headings may be questions, bullet points to organise materials, they may incorporate tables and diagrams • proof read own composition and identify errors in punctuation, grammar and spelling 		
<p>Year 6: Key Stage 2</p> <ul style="list-style-type: none"> • can discuss and record own ideas; if appropriate draw on independent reading and research • choose ideas for impact and to enhance the effectiveness of what they write • can select appropriate grammar and vocabulary and are able to make choices to change and enhance meaning • can effectively describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • can use summarising strategies to shorten longer passages ensuring they have included key information and re-write passages in their own words • use a wide range of devices to build cohesion within and across paragraphs • can usually use organisational and presentational devices to structure text and to guide the reader (headings, bullet points, etc) • can propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • uses correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, choosing the appropriate register • proof-read for spelling and punctuation errors 		

How to support young children:	Supporting older children in primary school:
<ul style="list-style-type: none"> • Read stories, pausing to notice the opening, the climax and the ending. 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<ul style="list-style-type: none"> • Notice what makes stories interesting 	<ul style="list-style-type: none"> • Discussing and recording ideas
<ul style="list-style-type: none"> • Provide stimulus for ideas (puppets, toys, dress up). 	<ul style="list-style-type: none"> • Grouping ideas
<ul style="list-style-type: none"> • Talk about story lines 	<ul style="list-style-type: none"> • Naming the topic of each group or give each group a title
<ul style="list-style-type: none"> • Cutting out and rearranging sentences, word banks with pictures. 	<ul style="list-style-type: none"> • Using the name/title to create a sentence describing the topic
<ul style="list-style-type: none"> • Saying out loud what they are going to write about 	
<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary 	
<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence 	

Please refer to Key Stage 3 standards if your child is at a higher level or Key Stage 1 standards if your child is working towards standards.

Example minimum expectations

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving. We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

March 2021