|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1 Writing** | | | | | |
| **Behaving and reflecting as a writer**  **(Plan, draft, edit)** | **Purpose and audience (context)** | **Structure and organisation (textual)** | **Style including language choice, (vocabulary) grammar and punctuation** | **Spelling** | **Handwriting** |
| **In self- initiated and teacher directed activities, children choose to write and use talk to rehearse, compose and reflect on their work and that of others. They develop the habit of reading their own writing to check for sense and meaning.** | **Children begin to write for a range of purposes, knowing that their writing can be to entertain and/or inform others.** | **Children increasingly write in sentences and their writing becomes more cohesive as they develop the use of simple connectives.** | **Children begin to develop an understanding of different sentence forms and punctuation and apply this in their writing.** | **Children know all the letters of the alphabet and the sounds they most commonly represent; consonant and vowel diagraphs they have been taught and words with adjacent consonants. In their writing, some spelling is phonically plausible.** | **In their writing children begin to form letters correctly and confidently with a comfortable and efficient pencil grip and posture.** |
| **This will include:**   * Saying out loud what they are going to write about * Composing a sentence orally before writing it * Discussing what they have written with the teacher or other pupils * Reading their writing aloud clearly enough to be heard by their peers and the teacher | **This could include:**   * Explaining preference/ choice * Writing for their own purpose * Making some apt word choices to create interest * Suggesting viewpoint through brief comments/ questions about events or actions * Using some appropriate features of form | **This will include:**   * Sequencing sentences to form short narratives * Joining words and clauses using ‘and’   **This could include:**   * Use of time related words/phrases * Use of headings and numbers * Signalling of openings and/or closings | **This will include:**   * Beginning to make appropriate, simple word choices (that link to purpose and audience) drawing on experiences from across their learning * Beginning to use basic sentence punctuation including: * Capital letters * Full stops * Question marks * Exclamation marks * Using a capital letter to mark names of people, places, days of the week and the personal pronoun ‘I’ * **English NC appendix 2 Vocabulary, Grammar and Punctuation** | **This will include:**   * Words containing the 40+ phonemes already taught * Usually correct spelling of common exception words for Year 1 * The days of the week * Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * Using the prefix un– to change meaning of adjectives/adverbs * Using –ing, –ed, –er and –est where no change is needed in the spelling of root words   Applying simple spelling rules and guidance from **English NC appendix 1 spelling**   * Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * **See English NC appendix 1 spelling** | **This will include:**   * Beginning to form lower case letters in the correct direction, starting and finishing in the right place * Beginning to form capital letters * Forming digits 0-9 * Leaving spaces between words |
| **Statutory Terminology:** Letter, capital letter, singular, plural, sentence punctuation, full stop, question mark, exclamation mark | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 2 Writing** | | | | | |
| **Behaving and reflecting as a writer**  **(Plan, draft, edit)** | **Purpose and audience** | **Structure and organisation (textual)** | **Style including language choice, vocabulary grammar and punctuation** | **Spelling** | **Handwriting** |
| **Children choose to write and continue to develop planning, editing and evaluative strategies (including peer and self-assessment) that build from their growing text knowledge and include both oral and personal recorded planning.** | **Children identify purpose and audience for writing and adopt an appropriate form. The respond positively to feedback from teachers and other children.** | **Children’s independent writing shows that writing is consciously organised in different ways for different purposes, e.g. narrative, non-narrative and poetry**. | **Children’s composing and editing begins to focus on different aspects of style mirroring different text types-including from individual and shared reading.** | **Children will be able to spell correctly many of the words covered in Year 1 and be able to make phonically plausible attempts to spell words they have not yet learnt. They will be capable of increasingly accurate segmentation of spoken words into phonemes, using appropriate graphemes to represent them in single and multi-syllable words.** | **Children will have sufficient motor skills to write down ideas they may be able to compose orally. They will use consistent upper and lower case letter sizes. Letter joins begin to become automatic developing appropriate letter movement and exit strokes.** |
| **This will include:**   * Planning or saying what they are going to write about * Thinking aloud as they collect ideas * Writing down key words and ideas including new vocabulary * Encapsulating what they want to say, sentence by sentence * Evaluating their writing with the teacher and other pupils * Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form * Proof-reading to check for errors in spelling, grammar and punctuation * Reading aloud what they have written with appropriate intonation to make the meaning clear | **This will include writing for a range of purposes:**   * Writing personal narratives * Writing narratives (real and fictional) about the experiences of others * Writing about real events * Writing poetry * Establishing purpose at general level * Attempting to adopt viewpoint * Some attempt at appropriate style with attention to reader * Sometimes using main features of selected form | **This will include:**   * Using a sequence of sentences to connect ideas and events * Using subordination to develop cohesion within and between sentences including using when, if, that, or because * Using co-ordination (including or, and, but) * Ordering and sequencing material logically and reflecting reading experiences * Extending sequences of sentences to build sections or paragraphs of text * Using fitting openings and ending | **This will include:**   * Using both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) * Using sentences with different forms for different purposes including statement, question, exclamation and command * Using the present and past tenses correctly and consistently * Using the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) * Using expanded noun phrases to describe and specify * Using some features of written Standard English * Using the grammar for Year 2 - including the grammatical terminology * **English NC appendix 2 Vocabulary, Grammar and Punctuation** | **This will include**   * Spelling phonemes for which one or more spellings are already known and spelling some words with each spelling including some common homophones * Accurate spelling of common exception words * Accurate spelling of words with ‘silent letters’ * Accurate use of the possessive apostrophes (singular) * Accurate spelling of words with more contracted forms * Forming nouns using suffixes such as – ness and –er and by compounding (for example whiteboard, superman) * Forming adjectives using suffixes such as –ful, - less * Using suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs * Apply spelling rules and guidance * **See English NC appendix 1 spelling** | **This will include:**   * Forming lower case letters of the correct size relative to one another * Beginning to use diagonal and horizontal strokes to join letters * Understanding which letters are best left un-joined * Using spacing between words that reflects the size of the letters |
| **Statutory Terminology:**noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Years 3 and 4 Writing** | | | | | | | | | | | |
| **Behaving and reflecting as a writer (Plan, draft, edit)** | **Purpose and audience (context)** | | | **Structure and organisation (textual)** | | **Style including language choice, grammar and punctuation** | **Spelling** | | **Handwriting** | | |
| **In children’s research, planning, drafting and editing there is evidence of an increased awareness of and reflection on how to enhance the effectiveness of writing.** | **Children’s planning and writing shows increasing awareness of purpose and audience. Word choice and structure begins to reflect this.** | | | **Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion.** | | **Children begin to make conscious style choices that reflect a broadening understanding of text types-including those from individual and shared reading.** | **Children draw on a range of strategies to spell as accurately as possible including – for example -phonic knowledge, morphology and etymology.** | | **Children’s handwriting should be increasingly legible and consistent with joined handwriting as the norm and an ability to use it fast enough to keep pace with what they want to say.** | | |
| **This will include:**   * Development and use of a preferred style of planning for writing in a range of curricular contexts. * Development and use of a repertoire of forms and structures arising from shared/guided reading and drafting activities * Commenting on the effectiveness of their own and others’ writing, suggesting improvements and acting on suggestions about their own writing. * Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result * Ability to read their writing to others using appropriate intonation, tone and volume to convey meaning | **This will include:**   * Showing knowledge and understanding of a range of writing forms, their features and when to apply them – for example – an explanation; a description; a narrative * Beginning to establish and sustain a viewpoint * Increasing elaboration on information/events * Increasing clarity in terms of main purpose of writing * Increasing adaptation of style to get the attention of the reader | | | **This will include:**   * Organising paragraphs around a theme (clustering related points) * Creating settings, character and plots in narrative writing * Use of a range of narrative structures * Using a range of organisational devices such as headings and sub-headings * Using appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition * Use of fitting openings and endings sometimes linked * Beginning to use some simple links between paragraphs * Beginning to sequence ideas or material logically | | **This will include:**   * Using an increasingly varied vocabulary * Showing an increasing understanding of the differences between standard and non-standard English * Understanding and using some figurative language * Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause * Accurate use of pronouns in sentences * Expressing time, place and cause using conjunctions, adverbs or prepositions * Beginning to use some subordination * Use of the present perfect form of verbs * Increasingly accurate punctuation of direct speech * Using expanded noun phrases by adding modifying adjectives, nouns and preposition phrases * Using commas after fronted adverbials * Accurate demarcation of straightforward sentences * **See English NC appendix 2 Vocabulary, Grammar and Punctuation** | **This will include:**   * Spelling new words correctly * Using further prefixes and suffixes and understanding how to add them * Spelling further homophones * Spelling words that are often misspelt * Placing the possessive apostrophe accurately in words with both regular and irregular plurals * Using the first two or three letters in a word to check spelling in a dictionary * Writing from memory simple sentences dictated by the teacher that include words and punctuation taught so far * **See English NC appendix 1 spelling** | | **This should include:**   * Use of diagonal and horizontal strokes to join letters * Joining of appropriate adjacent letters * Appropriate spacing of lines of writing * Parallel and equidistant downstrokes | | |
| **Statutory Terminology for pupils – in addition to Y1 and 2:**   * **Year 3**: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), determiner. * **Year 4:** pronoun, possessive pronoun, adverbial | | | | | | | | | | | |
| **Years 5 and 6 Writing** | | | | | | | | | | |
| **Behaving and reflecting as a writer (Plan, draft, edit)** | | **Purpose and audience (context)** | **Structure and organisation (textual)** | | **Style including language choice, grammar and punctuation** | | | **Spelling** | | **Handwriting** |
| **In the research, planning drafting and editing, children will refine their ability to reflect on and make changes to enhance the effectiveness of their writing.** | | **Children’s writing will reflect their increasing understanding of the audience for and purpose of their writing by the appropriate selection of vocabulary and grammar.** | **In their writing, children should be able to consciously control sentence and whole text structure and understand why sentences/texts are constructed as they are.** | | **Children’s grammar and punctuation should be broadly accurate and they will have an increased knowledge of language gained from a wide range of sources of fiction and non-fiction. They will understand nuances in vocabulary choice and age-appropriate academic vocabulary.** | | | **Children’s spelling of most words taught so far should be accurate and they should be able to spell words that they have not been taught by using what they know about how spelling works in English.** | | **Children should be able to write legibly and fluently and with increasing speed.** |
| **This will include:**   * In the planning of their writing, noting and developing initial ideas and drawing on reading and research when necessary * Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar * Evaluating and editing by assessing the effectiveness of their own and others’ writing. * Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose * Précising longer passages * Performing their own compositions using appropriate intonation volume and movement so that meaning is clear | | **This will include:**   * Selecting the appropriate form and using other similar writing as models for their own * In their selections of vocabulary and grammar, demonstrating an understanding of how these choices can change and enhance meaning for the audience * Drawing on wider reading and performances to inform development of setting and character in narratives * Applying and using effectively their understanding of the use of formal or informal language structures for different genres | **This will include:**   * In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action * Using a wide range of devices to build cohesion within and across paragraphs * Using further organisational and presentational devices to structure texts and guide the reader (for example: headings; bullet points; underlining) | | **This will include:**   * Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning * Consistent use of tense throughout a piece of writing * Ensuring correct subject and verb agreement when using singular and plural * Distinguishing between the language of speech and writing and choosing the appropriate register * Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms * Using passive verbs to affect the presentation of information within a sentence * Using the perfect form of verbs to mark relationships of cause and time * Using expanded noun phrases to convey complicated information concisely * Using modal verbs or adverbs to indicate degrees of possibility * Using relative clauses beginning with who, which, where, when whose, that or with an implied (i.e. omitted) relative pronoun) * Using commas to clarify meaning or avoid ambiguity * Using hyphens to avoid ambiguity * Using dashes, brackets or commas to indicate parenthesis * Using colons, semi-colons or dashes to mark boundaries between independent clauses * Using a colon to introduce a list * Punctuating bullet points consistently * Using and understanding the grammar and terminology **for years 5 and 6 in English NC appendix 2 Vocabulary, Grammar and Punctuation** | | | **This will include:**   * Using further prefixes and suffixes and understanding the guidance for adding them * Accurate spelling of words with silent letters * Continuing to distinguish between homophones and other words which are often confused * Using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically * **See English NC appendix 1 spelling** * Using dictionaries to check the spelling and meaning of words * Using a thesaurus * **See English NC appendix 1 spelling** | | **This will include**:   * Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters * Choosing the writing implement that is best suited for the task * Using an un-joined style – for example – for labeling a diagram/ writing e-mail address * Varying standard of handwriting for particular tasks e.g. quick notes vs. final draft |
| **Statutory Terminology:**   * **Year 5:** modal verb; relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. * **Year 6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | | | | | |