



Writing

Through our topic-led curriculum, we foster pupils' interests and offer reasons and contexts for writing which encourages them to write for purpose and audience. All pupils from Reception to Year 6 are taken on a writing journey which provides opportunities for them to explore a variety of genres, planning, drafting and re-drafting their writing. It is our intention to broaden pupils' exposure to high level vocabulary to support them applying their understanding of vocabulary and grammatical features within and across the whole curriculum. We expect the highest standards in cursive handwriting every time a child writes in any subject.



		Reception	
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. -Can copy some letters, e.g. letters from their name. -Shows a preference for a dominant hand. -Begins to use anticlockwise movement and retrace vertical lines. -Begins to form recognisable letters. -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Be able to spell the tricky words the, to, I, no, go, he, she, we, me, be, was, my, you, her, they, all, are. -Write each letter correctly when following a model. -Be able to segment and spell words containing adjacent consonants. -Write each letter, usually correctly. -Phonics phases 2, 3 & 4 words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Sometimes give meaning to marks as they draw and paint. -Ascribe meanings to marks that they see in different places. -Give meaning to marks they make as they draw, write and paint. -Begin to break the flow of speech into words. -Continue a rhyming string. -Hear and say the initial sound in words. -Segment the sounds in simple words and blend them together. -Link sounds to letters, naming and sounding the letters of the alphabet. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Write own name and other things such as labels, captions. -Attempt to write short sentences in meaningful contexts.
<p>Early Learning Goal</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Early Learning Goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		



Year R writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	<p>Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Copy some letters, e.g. letters from their name</p>	<p>Show a preference for a dominant hand.</p> <p>Hold a pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Begin to form recognisable letters.</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Early Learning Goal</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
Composition	<p>Give meanings to marks they make as they draw, write and paint.</p> <p>Break the flow of speech into words</p> <p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p>	<p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence.</p> <p>Write own name and other things such as labels and captions.</p>	<p>Say a sentence, write and read it back to check it makes sense.</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Form compound sentences using connectives (coordinating conjunctions) and / but</p> <p>Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Grammar	<p>Orally retell a story, showing understanding of story structure (beginning, middle and end)</p> <p>Begin to write about one idea</p>	<p>Orally retell a story using key vocabulary / phrases</p> <p>Begin to write about more than one idea, using simple sequencing</p>	<p>Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts</p> <p>Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Punctuation		<p>Use a capital letter for their name</p>	<p>Leave spaces between words</p> <p>Use a full stop at the end of sentence</p>
Spelling	<p>Spell known words using their phonemes</p>	<p>Spell known words using their phonemes, orally segmenting to aid their writing</p>	<p>Use phonic knowledge to write simple words.</p> <p>Early Learning Goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>



Year 1			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. -Capital letters formed correctly for some names of people, places and the days of the week. -Some spaces are left between words, although inconsistent. -Most letters sit on the line correctly. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences containing the GPCs and words taught so far. -Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. -Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. -Spell most common exception words in the YR 1 spelling appendix. -Recognise and spell a set of simple compound words. -Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. -Name the letters of the alphabet in order. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write sentences or sentence-like structures which can be clearly understood. -Often use 'and' to join words and clauses. -Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. -Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. -Sometimes include adjectives for description. -Begin to use some features of Standard English e.g. I did. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Compose sentences orally before writing; talk about where the sentence begins and ends. -Attempt to write appropriately to the task. -Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. -Compose orally and write simple poems. -Re-read writing to check it makes sense. -Discuss own writing with others; make simple changes where suggested



Year 1 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Sit correctly at a table holding a pencil comfortably and correctly Form the digits 0-9 correctly	Form lower case letters in the correct direction, starting and finishing in the right place (cursive kicks and flicks)	Name the letters of the alphabet in order Form capital letters
Composition	Say a sentence out loud before they write it down	Plan writing by saying what they are going to write about Read their own writing aloud so it can be heard by others and check for sense	Sequence sentences to form short narratives Use sequence sentences in chronological order to recount an event/experience
Grammar	Use the personal pronoun 'I'	Use 'and' to join ideas within a sentence	Attempt to use other conjunctions Make sure that word choices are relevant to the context and use word banks to support this Begin to use adjectives to add detail to their sentences
Punctuation	Leave spaces between words Use a capital letter for the start of a sentence	Begin to use other punctuation such as exclamation and question marks Use a full stop accurately	Use capital letters for the names of peoples, places and days of the week
Spelling	Spell unknown words using their phonemes	Use the suffixes -ing, -ed, -er, -est where no change is needed in the spelling of root words Write from memory simple dictated sentences including the words taught so far	Use letter names to show alternative spellings of the same phonemes Spell words that use suffixes for plurals or 3 rd person



Year 2			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Holds pencil correctly. -Writing is legible. -All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. -Spacing is appropriate to the size of letters. -Some letters are joined correctly, according to the school's handwriting approach. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences which include familiar words and GPCs. -Spell common decodable two and three syllable words which include familiar graphemes. -Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. -Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. -Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. -Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. -Co-ordinate sentences using and, or, but. -Sometimes use subordination e.g. when, if, because. -Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. -Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. -Identify word classes: noun, adjective, verb and adverb. -Choose the past or present tense appropriately. - Experiment with the progressive form e.g. she was swimming. -Use appropriate features of Standard English 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Compose sentences orally. -Use the drafting process to gather and write down ideas and key words. -Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. -Write about real events, maintaining form and purpose. -Compose orally and write poetry in a variety of forms. -Re-read and check own writing. Proof read for errors. -Evaluate word choice, grammar and punctuation; make revisions.



Year 2 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Use most diagonal and horizontal strokes accurately when joining letters Understanding how to join adjacent letters Write Capital letters (and digits) of the correct size and orientation to one another	Use spacing between words that reflect the size of the letters	Form lower case letters of the correct size relative to one another Use cursive script to join all letters accurately
Composition	Develop stamina for writing by writing for different purposes	Plan and discuss the content of their writing Evaluate their writing independently with peers and with teacher by making simple additions and corrects Write, from memory, simple dictated sentences	Proof-read to check for errors in spelling, grammar and punctuation Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing
Grammar	Use thoughtful and sometimes ambitious word choices with specific or technical vocabulary used in non-narrative writing	Use expanded noun phrases to describe, expand and specify Use subordination (using when, if, that or because)	Use sentences with different forms: statements, questions, exclamations and commands Use co-ordination (using or, and or but) use present and past tenses correctly and consistently including the progressive form Use adjectives, adverbs and expanded noun phrases to add detail and specify
Punctuation	Use full stops and capital letters most of the time correctly Mostly use exclamation and question marks accurately to demarcate sentences	Use capital letters for the personal pronoun I and for most proper nouns	Begin to use commas to separate items in a list Sometimes use apostrophes for singular possession
Spelling	Segment spoken words into phonemes and record these as graphemes	Spell longer words using suffixes such as ment, ness, full, less, ly Spell common exception words	Use apostrophes for the most common contracted words Spell words with different spellings Identify and apply their knowledge of homophones / near homophones



Year 3

Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Writing is legible. -Letters are gaining in consistency of size and formation. -Capital letters are the correct size relative to lower case. - Writing is usually spaced sufficiently so that ascenders and descenders do not meet. -Appropriate letters are joined, according to the school's handwriting approach. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. -Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. θ Write words spelt ei, eigh or ey e.g. vein, weight, obey. -Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. -Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. -Spell some words from the YR 3-4 statutory word list. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. -Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. -Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. -Identify direct speech. -Begin to use inverted commas for direct speech. -Consolidate knowledge of word classes: noun, adjective, verb, adverb. -Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. -Usually use the past or present tense appropriately. -Sometimes use the present perfect e.g. He has gone out to play. <p><i>See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Compose and rehearse sentences orally. -Talk about initial ideas in order to plan and draft before writing. -Write to suit purpose, and show some features of the genre being taught. -Create chronological narratives; write in sequence. Write simple beginning, middle, ending. -With scaffold, organise sections broadly, within a theme. -Use headings and subheadings to aid presentation. -Describe characters, settings and /or plot in a simple way, with some interesting details. -Evaluate own and others' writing, with direction; reread and check own writing; make changes.



Year 3 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Increase the legibility, consistency and quality of their handwriting Understand that capital letters do not join Use the correct diagonal and horizontal strokes to join		
Composition	Write a non-narrative using simple organisation devices such as heading and sub-headings In narrative writing, develop resolutions and endings	Make improvements by proposing changes to grammar and vocabulary to improve consistency Look at and discuss different models of writing, taking account of purpose and audience Plan writing by discussing and recording ideas Write a narrative with a clear structure, setting, characters and plot Suggest improvement to writing through assessing the writing with peers and through self-assessment	Identify structure, grammatical features and use of vocabulary for effect in texts Compose sentences using a wider range of structures linked to the grammar objectives Begin to organise paragraphs around a theme
Grammar	Use a range of sentences with more than one clause by using a wider range of conjunctions in their writing Recognise and use determiners a, an and the appropriately	Use the perfect form of verbs instead of the simple past Understand the purpose of adverbs Use adverbs effectively in their writing Use conjunctions, adverbs and prepositions to express time and cause	Word choices are adventurous and carefully selected to add detail and to engage the reader Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials
Punctuation	Begin to use inverted commas for some direct speech punctuation	Use apostrophes for possession with increasing accuracy including plural possession	Commas are sometimes used to mark clauses and phrases
Spelling	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with additional prefixes and suffixes and understand how to add them to root words Spell correctly word families based on common words Identify the root word in longer words	Recognise and spell additional homophones Make comparison from a word already know to apply to an unfamiliar word Spell some identified commonly misspelt words from the Y3 & 4 word list



Year 4			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Writing is legible. -All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. -Writing is spaced sufficiently so that ascenders and descenders do not meet. -Appropriate letters are joined consistently 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. -Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. -Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. -Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. -Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. -Spell the majority of words from the YR 3-4 word list. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. -Experiment with sentences with more than one clause. -Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. -Use time connectives. -Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... -Use expanded noun phrases and adverbial phrases to expand sentences. -Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. -Use inverted commas accurately for direct speech. Identify the correct determiner e.g. a, an, these, those. -Usually use the past or present tense, and 1 st /3 rd person, consistently. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Discuss and develop initial ideas in order to plan and draft before writing. -Write to suit purpose and with a growing awareness of audience, using some appropriate features. -Organise writing into sections or paragraphs, including fiction and non-fiction. -Appropriately use a range of presentational devices, including use of title and subheadings. -Use dialogue, although balance between dialogue and narrative may be uneven. -Describe characters, settings and plot, with some interesting details. -Evaluate own and others' writing; proof read, edit and revise.



Year 4 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Increase the legibility, consistency and quality of their handwriting	Make downstrokes of letters parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	
Composition	Write from memory simple dictated sentences that include words and punctuation taught Organise their narrative writing into clear sequences with more than a basic beginning, middle and end	Write a narrative with a clear structure, setting, characters and plot Include key vocabulary and grammar choices that link to the style of writing eg scientific/historical words or those that fit context	Begin to open paragraphs with topic sentences and organise them around a theme Make their ending developed and close the narrative appropriately relating to the beginnings or a change in a character
Grammar	Use a range of sentences with more than one clause through use of conjunctions Use a wider range of conjunctions such as although, however, despite, as well as Open sentences in different ways to create effects	Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency Use fronted adverbials of place, time and manner include the use of a comma	Use expanded noun phrases with modifying adjectives Use adverbs and prepositions to express time, place and cause Build cohesion with paragraphs through controlled use of tenses; subordinating conjunctions Use standard English for verb inflections – instead of spoken forms
Punctuation	Demarcate all sentences correctly	Use the apostrophe for omission and possession Secure the use of punctuation in direct speech include a comma after the reporting clause	Always use commas for fronted adverbials
Spelling	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with additional prefixes and suffixes and understand how to add them to root words Use plural 's' and possessive 's' correctly	Recognise and spell additional homophones Make comparison from a word already know to apply to an unfamiliar word Spell identified commonly misspelt words from the Y3 & 4 word list



Year 5

Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) -Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, dictated sentences which include words from the ks2 curriculum. -Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5- 6 e.g. cious, cial, ant, ent, ance, ence. -Spell correctly words with letters which are not sounded e.g. knight, solemn. -Use a hyphen to join a prefix to a root e.g. re-enters. -Spell some homophones from the YR 5-6 spelling appendix. -Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. -Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. -Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. -Usually maintain correct tense. -Begin to recognise active and passive voice. - Identify and select determiners. -Choose vocabulary and grammar to suit formal and informal writing, with guidance. -Use vocabulary which is becoming more precise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Discuss and develop initial ideas in order to plan and draft before writing. -Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. -Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) -Use a range of presentational devices, including use of title, subheadings and bullet points. -Use dialogue to indicate character and event. -Describe characters, settings and plot, with growing precision. -Find key words and ideas; begin to write a summary. -Evaluate own and others' writing; with direction, proof read, edit and revise



Year 5 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	<p>Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task eg notes, letters etc</p>		
Composition	<p>Show that their writing aims for a range of audiences and the purpose of their writing is to inform, entertain or persuade</p> <p>Organise writing into paragraphs to show different information or events</p>	<p>Link ideas within paragraphs – connecting adverbs and adverbial for time (when), place (where) how (as/with)</p> <p>Develop characters through action, description and dialogue</p> <p>Add well-chosen detail to interest the reader</p>	<p>Show their settings are used to not only create atmosphere but also to indicate a change</p> <p>Models from their own reading are often used or integrated into their own writing</p> <p>Manage shifts in time and place effectively and guide the reader through these</p>
Grammar	<p>Ensure correct and consistent use of tense throughout a piece of writing</p> <p>Start sentences in different ways</p> <p>Use a thesaurus for alternative word choices</p>	<p>Use stylistic devices to create effects in writing</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose that or an implied form</p> <p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Choose words for deliberate effect and use them thoughtfully and with precision</p>
Punctuation	<p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Use colons to introduce a list</p> <p>Use inverted commas and other punctuation to accurately indicate direct speech</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p>
Spelling	<p>Form verbs, with prefixes for example dis- de- mis- over- and re-</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary</p> <p>Proof read work for spelling and punctuation errors</p>	<p>Spell some complex words with silent letters</p> <p>Convert nouns and adjectives into verbs by adding a suffix eg –ate –ise-ify</p> <p>Distinguish between homophones and other words which are often confused</p>	<p>Spell identified commonly misspelt words from Y5 & 6 list</p>



Year 6			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <p>-Writing is legible and fluent. (Quality may not be maintained at speed.)</p> <p>-Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>Sufficient evidence shows the ability to...</p> <p>-Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</p> <p>-Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</p> <p>-Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <p>-Spell some challenging homophones from the YR 5-6 spelling appendix.</p> <p>-Spell the majority of words from the YR 5-6 statutory word list.</p>	<p>Sufficient evidence shows the ability to...</p> <p>-Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</p> <p>-Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</p> <p>-Use modal verbs to indicate degrees of possibility.</p> <p>-Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. Understand and use active and passive voice. Identify the subject and object.</p> <p>-Identify synonym and antonym.</p> <p>-Select vocabulary and grammar to suit formal and informal writing.</p> <p>-Use vocabulary which is varied, interesting and precise.</p> <p>-Use a dictionary and thesaurus to define words and expand vocabulary.</p>	<p>Sufficient evidence shows the ability to...</p> <p>-Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>-Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>-Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>-Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>-Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. Integrate dialogue to convey character and advance the action.</p> <p>-Describe characters, settings and atmosphere, with some precision. - Summarise longer passages, when required.</p> <p>-Evaluate own and others' writing; proof read, edit and revise</p>



Year 6 writers should be able to

Aspect	Autumn	Spring	Summer
Handwriting	Consistently use cursive joined handwriting where letters are all of a consistent size and accurately formed		
Composition	Use a thesaurus to develop word understanding and build a bank of antonyms and synonyms Adapt the grammar and vocabulary used in their writing to suit the audience and purpose# Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event	Create atmosphere and describe settings and use antonyms and synonyms to enhance description Describe and integrate dialogue to convey character and advance the action Add detail to their writing by using expanded noun phrases to add precision, detail and qualification	Show that their second drafts reflect their evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader Evaluate their writing as a matter of course and proof read to ensure a high level of accuracy
Grammar	Use the correct tense throughout a piece of writing Use modal verbs appropriately to suggest degrees of possibility Add precision, detail and qualification using prepositional phrases and adverbs Effectively draft their work so that they enhance meaning and adapt grammar choices for effect	Use a range of cohesive devices including adverbials, within and across sentences and paragraphs Ensure correct subject verb agreement in singular and plural Use a wide range of clause structures, sometimes varying their position with the sentence Use structures typical of very formal speech	Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility probability and certainty Use a range of verb forms to create more subtle meanings Use the passive voice to present information with a different emphasis Make imaginative vocabulary choices and use words precisely and appropriately to create impact and enhance meaning
Punctuation	Use commas accurately to mark phrases and clauses and to help with clarity	Use a range of further punctuation correctly across a range of writing Use punctuation for parenthesis correctly	
Spelling	Proof read and edit work using a range of checking strategies Use the correct form of each homophone Spell complex words with silent letters	Change verbs into nouns by adding suffixes	Spell all the words of the Y5 & 6 list



Writing Genre Whole School Overview

Genre	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional Tales	Traditional Tales	Traditional Tales + twist	Mystery	Issues & dilemmas	Legends	Flashbacks
	Stories from other cultures	Stories from other cultures	Stories from other cultures	Stories from other cultures	Fairy Tales	Stories from other cultures	Stories from other cultures
	Novel as a theme	Novel as a theme	Novel as a theme	Novel as a theme	Novel as a theme	Novel as a theme	Novel as a theme
	Stories by the same author	Stories by the same author	Stories by the same author	Fables	Myths	Historical narrative	Classic fiction
		Stories + repetitive pattern	Stories with familiar settings	Folk tales	Play script	Fiction from our literacy heritage	Science fiction
		Fantasy		Play script	Fantasy	Film and play script	Detective / crime`
Non-fiction	Recounts of familiar events	Recounts of familiar events & in a postcard	Recounts in letters & diaries	Recounts in an autobiography & diaries	Recounts in newspaper	Recounts in autobiography	Recounts biographies & in diaries in the role of character
		Non-chronological reports	Non-chronological reports	Non-chronological reports	Non-chronological reports	Formal report writing	Report writing both NCR & chronological
	Basic persuasion in wanted posters	Persuasion in wanted posters	Persuasion in adverts	Persuasion in letters		Persuasion in radio or tv	Persuasion in letters and brochures
	Explanations	Explanations	Explanations	Explanations	Explanations	Explanations	Explanations
				Discussion Debating	Discussion for and against	Discussion with a formal debate	Discussion formal written
Poetry	Poems for learning by heart & performance	Poems for learning by heart & performance	Classic poetry for learning by heart & performance	Classic poetry for learning by heart & performance	Poems for learning by heart & performance	RAP for learning by heart & performance	RAP for learning by heart & performance
	Rhyming words	Structure rhyming couplets	Structure riddles, shape & calligrams	Structure, calligrams, couplets – kennings & cinquain	Structure kennings & cinquain	Structure haiku & limericks	
				Poems with figurative language	Poems with figurative language		
	Nursery Rhymes	Traditional rhymes		Nonsense poems		Classic narrative poetry	Classic narrative poetry



Genre Information

Genre/Forms	Social purpose	Structure	General grammatical features
<p>Narrative</p> <p>Forms ballad, poetry, short story, myth, legend, science-fiction, fantasy, fable, anecdote, information narrative</p>	To entertain, amuse or instruct	<ul style="list-style-type: none"> • Orientation - describes setting in time and place, introduces characters, 'orients reader to what is to follow' • Complication – sequence of events which lead to or establish the 'problem'; may involve action – reaction sequences as characters act then react to events • Resolution – solving of the problem 	<ul style="list-style-type: none"> • specific participants • generally past tense • prepositional phrases or adverbs of time and place to establish setting • time connectives to sequence events • range of verb types: <ul style="list-style-type: none"> - doing or action verbs predominate in complication and resolution as action unfolds - relating verbs to describe - saying verbs used in dialogue or reported speech - thinking and feeling verbs to reflect characters' internal world • noun groups to build description of characters, places, things • attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object etc • figurative language, e.g. simile, metaphor
<p>Recount</p> <p>Forms journal, diary, newspaper article, historical recount, biography, autobiography memoir</p>	To retell a series of events	<ul style="list-style-type: none"> • Orientation – provides details of events to follow - <i>who, when, where</i> • Sequenced series of events – generally in chronological order • Reorientation – completes the sequence of events, resets in time 	<ul style="list-style-type: none"> • mostly action verbs to relate activities • specific (personal recount) and generalised participants • past tense • adverbs or prepositional phrases provide details of where, when, with whom, how • text connectives to sequence events • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events



Genre/Forms	Social purpose	Structure	General grammatical features
<p>Information report</p> <p>Forms descriptive report, scientific report, classifying report, historical report.</p>	<p>To classify and/or describe</p>	<ul style="list-style-type: none"> • General statement or classification – identifies the subject or topic of the report; defines or classifies • Description – various parts or aspects of the subject are described in some detail 	<ul style="list-style-type: none"> • relating verbs to define, build description, classify • action verbs to relate activities or behaviours • simple present tense (timeless present) • general and technical nouns • noun groups include factual, classifying adjectives • adjectival phrases and clauses to add details to noun groups • declarative statements
<p>Procedure</p> <p>Forms instructions, procedural recount, recipe, directions, manual</p>	<p>To instruct someone on how to do something</p> <p>To recount or retell steps in a simple procedure</p>	<p>Procedure</p> <ul style="list-style-type: none"> • Goal – the intended outcome of the activity (often the heading) • Materials – list of items, materials, ingredients etc which are required • Steps – sequenced set of steps to be followed <p>Procedural recount</p> <ul style="list-style-type: none"> • Goal – the intended outcome of the activity (often the heading) • Materials – list of items, materials, ingredients etc which are required • Steps – sequenced set of steps that were used • Results – a statement of what happened 	<ul style="list-style-type: none"> • imperative clauses to express commands • action verbs related to the particular field of activity • imperative form of the verb (command) usually at the beginning of each instruction • general and technical nouns • adverbs or prepositional phrases which provide details of how, when, where, extent, with whom • expanded noun groups to provide details of ingredients/ materials/ equipment



Genre/Forms	Social purpose	Structure	General grammatical features
<p>Persuasion</p> <p>Forms exposition, discussion advertisement, letter to the editor, speech, newspaper article</p>	<p>To persuade by arguing one side of an issue</p> <p>To discuss one or more sides to an issue</p>	<p>Argument (Exposition) (presenting one point of view)</p> <ul style="list-style-type: none"> • Statement of position – introduces what the author is wanting to argue, might include an overview of the arguments to follow • Arguments – series of arguments or points with supporting evidence or reasons • Reinforcement of position – summing up and restatement of position <p>Discussion (presenting different sides of an issue)</p> <ul style="list-style-type: none"> • Statement of position – introduces what the author is wanting to argue, might include an overview of the arguments to follow • Arguments or points for one side of the issue with supporting evidence or reasons • Arguments or points for the other side of the issue with supporting evidence or reasons • Conclusion/ Recommendation Summing up of both sides and recommendation of which side to adopt 	<ul style="list-style-type: none"> • range of verb types <ul style="list-style-type: none"> - action verbs - relating verbs to define, present reasons - saying or reporting verbs to cite/ quote expert or other opinions - some use of thinking or feeling verbs in the expression of opinions (early writers) • modal verbs (should, must, might) and modal adverbs, e.g. usually, probably • general, abstract and technical nouns as they relate to the issue • attitudes expressed through evaluative language • attitudes amplified or softened through vocabulary choices, adverbs • comment adverbials at the beginning of a sentence e.g. surely, obviously • conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand • declarative statements, may also include rhetorical questions • passive voice



Genre/Forms	Social purpose	Structure	General grammatical features
<p>Explanation</p> <p><i>Forms</i> scientific writing, spoken presentation</p>	<p>To explain how or why something occurs</p>	<ul style="list-style-type: none">• Phenomenon identification – statement introducing, describing, defining the phenomenon• Explanation sequence <p>Causal explanation (why something occurs) – cause and effect sequence</p> <p>Sequential explanation (how something occurs)– sequence or phases detailing how the process occurs</p> <p>Cyclical explanation – explains phases of a cycle of events (e.g. life cycle of a butterfly, the water cycle)</p>	<ul style="list-style-type: none">• relating verbs to define, describe the phenomenon• action verbs in explanation of what occurs and in sequence of events• extended noun groups to include factual adjectives, pre- and post – modification of the head noun• simple present tense (timeless present)• general, non-human, technical, abstract nouns• causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence• dependent clauses which relate cause and effect, time sequences• declarative statements• passive voice