

# WRITING

	EYFS	Years 1 & 2	Years 3 & 4	Year 5 & 6
GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> <li>Write simple sentences which can be read by themselves</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words.</li> <li>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark.</li> <li>Use "and" to join words and clauses.</li> <li>Use capital letter for names of people, places, days of the week and pronoun I</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Use commas in lists.</li> <li>Use apostrophes for the contracted form.</li> <li>Use apostrophes for singular possession.</li> <li>Use sentences with different forms: statements, commands, questions and exclamations.</li> <li>Use expanded noun phrases.</li> <li>Use present/past tense including progressive.</li> <li>Use subordination (when, if, that, because)</li> <li>Use co-ordination (or, and, but)</li> <li>Use some features of Standard English</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</li> <li>Use present perfect verb tense (I have seen)</li> <li>Express time, place and cause using conjunctions (when, before, after, while, because)</li> <li>Express time, place and cause using adverbs (then, next, soon, therefore)</li> <li>Express time, place and cause using prepositions (before, after, during, in, because of)</li> <li>Punctuate direct speech with inverted commas.</li> <li>Use the forms or an according to whether the next word begins with a consonant or a vowel.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Choose nouns/pronouns accurately for clarity and cohesion.</li> <li>Use fronted adverbials (adverbs, phrases and subordinate clauses)</li> <li>Use commas after fronted adverbials.</li> <li>Use apostrophe for plural possession.</li> <li>Punctuate direct speech with inverted commas.</li> <li>Know the difference between Standard/non-Standard English</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Use relative clauses with relative pronouns who, which, where, whose, that, when</li> <li>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</li> <li>Build cohesion within a paragraph.</li> <li>Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</li> <li>Indicate parenthesis using brackets, dashes and commas.</li> <li>Use commas to clarify meaning/avoid ambiguity.</li> <li>Use expanded noun phrases for accuracy.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Use active/passive voice for effect.</li> <li>Use perfect form to indicate time/cause.</li> <li>Use hyphens to avoid ambiguity.</li> <li>Use colons to introduce a list and mark boundaries between clauses.</li> <li>Use semi-colons in a longer list and to mark boundaries between clauses.</li> <li>Punctuate bullet points consistently.</li> <li>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</li> <li>Identify formal/informal structures e.g. question tags, subjunctive form.</li> </ul>
LANGUAGE AND VOCABULARY	<ul style="list-style-type: none"> <li>Listen attentively to a range of stories.</li> <li>Listen to stories, anticipating key events.</li> <li>Respond to what they hear with relevant questions, comments and actions</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing.</li> <li>Understand how language can be used in narrative and non-fiction (e.g. to build surprise/present facts)</li> <li>Change meaning of adjectives/verbs using prefix un.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Recognise and use simple recurring literary language in stories and poems.</li> <li>Discuss and clarify meanings of new words, making links to known vocabulary.</li> <li>Use drama and role-play to identify with and explore characters.</li> <li>Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)</li> <li>Create characters, setting and plot.</li> <li>Use varied and rich vocabulary including adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration.</li> <li>Vary sentences openers for effect e.g. adverbs, preposition phrases and subordinate clauses.</li> <li>Discuss words and features of texts that capture the reader's interest.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Broaden range of figurative language to include metaphors, personification and repetition</li> <li>Begin to interweave character, setting, plot and dialogue</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.</li> <li>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</li> <li>Become familiar with the language of writing e.g. figurative language, imagery, style and effect.</li> <li>Develop characters, settings and atmosphere using language and vocabulary from reading/books.</li> <li>Integrate dialogue to advance action and convey character.</li> <li>Evaluate how authors use language and consider effect on the reader.</li> <li>Use dictionaries (and thesauruses) to check meaning of new words/language.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.</li> <li>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</li> <li>Become familiar with the language of writing e.g. figurative language, imagery, style and effect.</li> <li>Develop characters, settings and atmosphere using language and vocabulary from reading/books.</li> <li>Integrate dialogue to advance action and convey character.</li> <li>Evaluate how authors use language and consider effect on the reader.</li> <li>Use dictionaries (and thesauruses) to check meaning of new words/language.</li> </ul>

TRANSCRIPTION	<ul style="list-style-type: none"> <li>Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others.</li> <li>Spell some words correctly and others that are phonetically plausible.</li> <li>Handle equipment and tools effectively, including pencils for writing</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Spell words containing the 40+ phonemes, common exception words and days of the week.</li> <li>Name letters of the alphabet</li> <li>Add suffix -s and -es to create plural nouns/3rd person singular for verbs.</li> <li>Use prefix un-.</li> <li>Use -ing, -ed, -er and -est where root word remains unchanged.</li> <li>Write from memory simple sentences dictated by the teacher.</li> <li>Sit correctly at table holding pencil correctly.</li> <li>Begin to form correctly oriented lower-case letters, capital letters and digits 0-9.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Learn alternative spelling phonemes.</li> <li>Spell common exception words, contractions and homophones.</li> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes -mint, -ness, -full, -less, -lee.</li> <li>Form lower-case letters of correct size/proportion.</li> <li>Start using diagonal/horizontal strokes to join and know which are best left enjoined.</li> <li>Write capital letters of the right size, orientation and proportion.</li> <li>Use correct spacing between letters and words.</li> <li>Write from memory simple sentences dictated by the teacher.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Use a wider range of prefixes and suffixes.</li> <li>Spell wide range of homophones.</li> <li>Spell words that are often misspelt</li> <li>Use possessive apostrophe for plurals.</li> <li>Use a dictionary to spell words correctly.</li> <li>Write from memory simple sentences dictated by the teacher.</li> <li>Use the diagonal and horizontal strokes needed to join letters.</li> <li>Know which letters are best left enjoined.</li> <li>Increase the legibility, consistency and quality of handwriting.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Use a wider range of prefixes and suffixes.</li> <li>Spell wide range of homophones.</li> <li>Spell words that are often misspelt</li> <li>Use possessive apostrophe for plurals.</li> <li>Use a dictionary to spell words correctly.</li> <li>Write from memory simple sentences dictated by the teacher.</li> <li>Use the diagonal and horizontal strokes needed to join letters.</li> <li>Know which letters are best left enjoined.</li> <li>Increase the legibility, consistency and quality of handwriting</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Use a further range of suffixes and prefixes.</li> <li>Spell some words with silent letters.</li> <li>Continue to distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology as a strategy for spelling</li> <li>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</li> <li>Use a thesaurus.</li> <li>Write legibly, fluently and with increasing speed.</li> <li>Choose the writing implement best suited to the task.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>Use a further range of suffixes and prefixes.</li> <li>Spell some words with silent letters.</li> <li>Continue to distinguish between homophones and other words that are often confused.</li> <li>Use knowledge of morphology and etymology as a strategy for spelling</li> <li>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</li> <li>Use a thesaurus.</li> <li>Write legibly, fluently and with increasing speed.</li> <li>Choose the writing implement best suited to the task</li> </ul>
PLAN, DRAFT, EDIT AND EVALUATE	<ul style="list-style-type: none"> <li>Write simple sentences which can be read by themselves</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Compose sentences orally before writing.</li> <li>Re-read what they have written to check it makes sense.</li> <li>Discuss what they have written with teacher/pupils.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Plan/say aloud what they are going to write, sentence by sentence.</li> <li>Write down key ideas/words/vocabulary.</li> <li>Evaluate own writing with teacher/other pupils.</li> <li>Re-read for sense and verb tense consistency.</li> <li>Proof-read for errors in spelling, grammar and punctuation</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work.</li> <li>Discuss and record ideas.</li> <li>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure.</li> <li>Assess own and others' writing, suggesting improvements.</li> <li>Suggest changes to grammar and vocabulary.</li> <li>Proof-read work for spelling and punctuation errors</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work.</li> <li>Discuss and record ideas.</li> <li>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure.</li> <li>Assess own and others' writing, suggesting improvements.</li> <li>Suggest changes to grammar and vocabulary.</li> <li>Proof-read work for spelling and punctuation errors</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Identify audience and purpose when writing.</li> <li>Note and develop initial ideas drawing on reading.</li> <li>Select appropriate grammar and punctuation and understand how these can change/enhance meaning.</li> <li>Assess effectiveness of own and others' writing</li> <li>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.</li> <li>Choose the appropriate register (formal/informal)</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Identify audience and purpose when writing.</li> <li>Note and develop initial ideas drawing on reading.</li> <li>Select appropriate grammar and punctuation and understand how these can change/enhance meaning.</li> <li>Assess effectiveness of own and others' writing</li> <li>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.</li> <li>Choose the appropriate register (formal/informal)</li> </ul>

TEXT STRUCTURE AND FEATURES

<p>Year 1</p> <ul style="list-style-type: none"> <li>• Become familiar with and retell key stories, fairy stories and traditional tales.</li> <li>• Recognise and join in predictable phrases and use these in their writing.</li> <li>• Sequence sentences to form short narratives.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Draw on a wide range of stories, poems, plays and information books and understand their features.</li> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>• Recognise simple, recurring language and discuss favourite words and phrases.</li> <li>• Understand the structure of non-fiction books.</li> <li>• Write for different purposes including narratives (real and fictional), real events and poetry.</li> <li>• Structure and sequence ideas orally and (where appropriate) through drama and role-play</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.</li> <li>• Retell stories orally.</li> <li>• Recognise themes e.g. good over evil, use of magical devices.</li> <li>• Be exposed to books that are structured in different ways.</li> <li>• Identify how language, structure, vocabulary, grammar and presentation contribute to meaning.</li> <li>• Organise paragraphs around a theme.</li> <li>• Build cohesion within a paragraph.</li> <li>• Write for a range of purposes.</li> <li>• Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</li> <li>• Locate information using contents, index and glossaries.</li> <li>• Use simple organisational devices e.g. headings, sub-headings.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>• Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.</li> <li>• Retell stories orally.</li> <li>• Recognise themes e.g. good over evil, use of magical devices.</li> <li>• Be exposed to books that are structured in different ways.</li> <li>• Identify how language, structure, vocabulary, grammar and presentation contribute to meaning.</li> <li>• Organise paragraphs around a theme.</li> <li>• Build cohesion within a paragraph.</li> <li>• Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</li> <li>• Locate information using contents, index and glossaries.</li> <li>• Use simple organisational devices e.g. headings, sub-headings</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>• Summarise and present familiar stories in their own words.</li> <li>• Summarise main ideas from more than one paragraph using evidence.</li> <li>• Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.</li> <li>• Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</li> <li>• In fiction, consider how authors develop character and setting.</li> <li>• Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.</li> <li>• Evaluate how authors use language and consider effect on the reader.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use further organisational and presentational devices to structure text.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>• Summarise and present familiar stories in their own words.</li> <li>• Summarise main ideas from more than one paragraph using evidence.</li> <li>• Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.</li> <li>• Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</li> <li>• In fiction, consider how authors develop character and setting.</li> <li>• Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.</li> <li>• Evaluate how authors use language and consider effect on the reader.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use further organisational and presentational devices to structure text</li> </ul>
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