

Writing

Writing	Foundation	Year 1	Year 2	Year 3
Develop broad writing skills	<ul style="list-style-type: none"> Write some irregular common words; Write simple sentences which can be read by themselves & others; 	<ul style="list-style-type: none"> Develop a comfortable & efficient pencil grip; Form letters correctly; Know that a capital letter is used for I, for proper nouns and for the start of a sentence; Use knowledge of sounds to write simple regular words & to attempt other words inc when writing sentences dictated by the teacher; Use spacing between words Read own writing; Use interesting vocabulary. 	<ul style="list-style-type: none"> Form letters correctly & consistently, using the diagonal & horizontal strokes needed to join letters in <i>some</i> of their writing; Write capital letters of the correct size, orientation & relationship to one another and to lower-case letters; Use spacing between words. Split ideas into paragraphs that contain definite themes. 	<ul style="list-style-type: none"> The pupil can write for different purposes, after discussion with the teacher. Use the diagonal & horizontal strokes needed to join letters in most of their writing. Ensure consistency in the size & proportion of letters and the spacing of words; Build up handwriting speed, fluency & legibility; Practise joining letters in handwriting. Identify misspelt words in own writing; Use a dictionary to find the spelling & meaning of words.
Select & develop content & use register & language appropriate to genre, purpose & audience		<ul style="list-style-type: none"> Begin to use formulaic language, eg Once upon a time; Write for a purpose, using some basic features of the text type; 	<ul style="list-style-type: none"> Develop stories with a setting, characters & a sequence of events; Use <i>some</i> expanded noun phrases; Begin to use dialogue in stories; Use features of chosen text type; 	<ul style="list-style-type: none"> Develop descriptions of settings in stories; Choose & compare words to strengthen the impact of writing, including expanded noun phrases; Explore vocabulary for introducing and concluding dialogue, ie said, asked, whispered Use synonyms for high frequency words, eg big, little, good. Use features of a text types with some degree of accuracy.
Structure & organise ideas coherently using sections or paragraphs		<ul style="list-style-type: none"> Write a sequence of sentences retelling a familiar story or recounting an experience. 	<ul style="list-style-type: none"> Structure a story with a beginning, middle and end; Use time connectives eg Suddenly, after that, meanwhile. 	<ul style="list-style-type: none"> Use a range of adverbials to signal the relationship between events; Use paragraphs in extended stories.
Use a range of sentence structures & punctuation accurately to convey meaning.		<ul style="list-style-type: none"> Mark <i>some</i> sentences with full-stops and capital letters Compose and write a simple sentence with a capital letter & a full-stop Join ideas with 'and' 	<ul style="list-style-type: none"> Demarcate <i>most</i> sentences with capital letters and full-stops; With some use of question marks; With some use of exclamation marks; Use co-ordination (or, and, but) Use <i>some</i> subordination (when, if, that, because) Use the past & present tenses mostly accurately and consistently; Write using a variety of sentence types including commands, statements, questions & exclamations. 	<ul style="list-style-type: none"> Use the full range of punctuation <i>mostly</i> correctly including capitals, full-stops, apostrophes, question marks and commas to separate items in a list; Use apostrophes to mark singular possession in nouns. Vary sentence openings; Use the basic conventions of speech punctuation & use speech marks; Identify & understand the function of pronouns; Identify and understand the necessity for verbs in sentences; Understand pluralisation & use the terms singular and plural; ensure grammatical agreement of pronouns & verbs in using English.
Use accurate spelling	<ul style="list-style-type: none"> Some words are spelt correctly & others are phonetically plausible. Use phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> Segment spoken words into phonemes & represent these by graphemes, spelling <i>some</i> correctly. Spell familiar common words accurately. Recognise common word endings eg -s, -ed, -ing 	<ul style="list-style-type: none"> Segment spoken words into phonemes & represent these by graphemes, spelling many correctly. Spell many common exception words Spell <i>some</i> words with contracted forms eg can't, don't Spell words with common suffixes, -ment, -ness, -less, -ful, -ly. 	<ul style="list-style-type: none"> Spell most common exception words; Spell most words with contracted forms; Add suffixes to spell <i>most</i> words correctly eg -ment, -ness, -ful, -less, -ly Know irregular forms of common verbs; Use homonyms effectively; Use & spell compound words; Organise words or information alphabetically.

Writing	Year 4	Year 5	Year 6
Develop broad writing skills	<ul style="list-style-type: none"> Use the layout & presentation of writing, in the context of helping it to fit its purpose; Use joined-up handwriting in all writing; Look for alternatives for overused words & expressions; Make short notes from a text and use these to aid writing; Collect & present information from non-fiction texts; Re-read own writing aloud to check punctuation and grammatical sense. 	<ul style="list-style-type: none"> Evaluate own & other's writing; Use dictionaries efficiently; Make notes for different purposes; Practise fast, fluent & legible handwriting styles for different purposes. 	<ul style="list-style-type: none"> Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task.
Select & develop content & use register & language appropriate to genre, purpose & audience	<ul style="list-style-type: none"> Adopt a viewpoint as a writer, expressing opinions about characters or places; Choose and compare words to strengthen the impact of writing, including using more powerful verbs eg rushed instead of went. Use degrees of intensity in adjectives eg cold, tepid, warm, hot; Elaborate on basic information with some detail; Use alternative openings and endings for stories; Summarise a sentence or a paragraph in a limited number of words. Use alliteration effectively; Use similes effectively. An effective mixture of sentence types will be used. 	<ul style="list-style-type: none"> Use imagery & figurative language to evoke imaginative response. Maintain a consistent viewpoint when writing; Use specialised vocabulary to match the topic; Choose words & phrases carefully to convey feeling and atmosphere; Use synonyms & opposites and investigate shades of meaning; Use a thesaurus to extend vocabulary; Practise proofreading & editing own writing for clarity & correctness. 	<ul style="list-style-type: none"> Establish & maintain a clear viewpoint with personal voice; Develop imaginative detail through careful use of vocabulary and style; Adapt the conventions of a text type for a particular purpose; Summarise a passage, chapter or text in a given number of words; Argue a case in writing, developing points logically & convincingly; Use different genres as models for writing.
Structure & organise ideas coherently using sections or paragraphs	<ul style="list-style-type: none"> Write longer stories from plans; Paragraphs are used consistently to organise & sequence ideas in a logical sequence. 	<ul style="list-style-type: none"> Map out writing to plan structure; Establish links between paragraphs using adverbials. 	<ul style="list-style-type: none"> Plan, plot & structure effectively in writing an extended story; Use paragraphs, sequencing & linking them appropriately to support overall development of the text; Manage the development of an idea throughout a piece of writing, eg link the end to the beginning; Use a range of devices to support cohesion within paragraphs; Use connectives to structure an argument or discussion.
Use a range of sentence structures & punctuation accurately to convey meaning.	<ul style="list-style-type: none"> Use a wider variety of connectives in an increasing range of sentences; Use commas to mark meaning within sentences; Experiment with varying tenses in texts eg in dialogue Understand past, present and future tenses of verbs; Use a range of end of sentence punctuation with accuracy; Accurately use the apostrophe to show possessions eg girl's, girls' Use and punctuate direct speech with more accuracy. 	<ul style="list-style-type: none"> Use an increasing range of subordinating connectives; Use commas to separate clauses within sentences to clarify meaning in complex sentences; Continue using dialogue appropriately, using the range of punctuation; Use prepositions accurately; Spell and make correct use of possessive pronouns eg their, theirs, my, mine. 	<ul style="list-style-type: none"> Use a wide range of connectives to clarify relationships between ideas eg however, therefore, although; Develop grammatical control of complex sentences, manipulating them for effect; Distinguish the main clause and other clauses in a complex sentence; Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences. Punctuate all speech and use apostrophes accurately.
Use accurate spelling.	<ul style="list-style-type: none"> Extend knowledge & use of spelling patterns eg double consonants, silent letters, common prefixes & suffixes; Spell words with common letter strings but different pronunciations eg tough, through, trough, plough; Match spelling to meaning when words sound the same eg to/two/too, right/write Use all the letters in sequence for alphabetical ordering; Build words from other words with similar meanings eg medical, medicine. 	<ul style="list-style-type: none"> Learn spelling rules for words ending in e and y, eg take/taking, try/tries Identify silent vowels in polysyllabic words eg library, interest Investigate spelling patterns for pluralisation eg -s, -es, -y/-ies, f/-ies Understand ways of creating opposites eg un-, im- and comparatives eg -er, -est. Understand grammatical homophones eg they're, their, there Identify word roots & derivations to support spelling & vocabulary eg sign, signal, signature. 	<ul style="list-style-type: none"> Learn word endings with different spellings but the same pronunciation eg -tion, -cian, -sion, -ssion, -ance, -ence. Use correct choice when representing consonants eg ck/l/ke/que/ch; ch/tch, j/dj/dje; Develop knowledge of word roots, prefixes and suffixes, including recognising variations eg im, in, ir, il, ad, ap, af, al and knowing when to use double consonants;