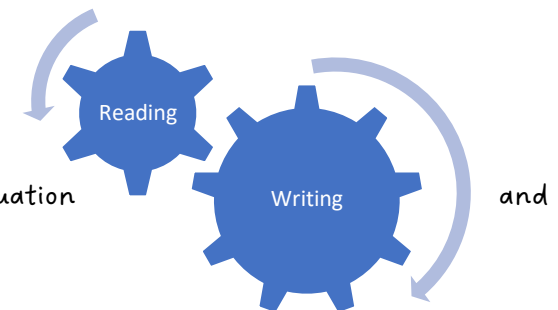


Writing Intentions:

By the end of Year 6 children will:

- write fluently, confidently, coherently and independently to entertain, inform, discuss and persuade
- write 'as a reader' - mentally rehearse (and when appropriate, edit) what they will write before writing it
- be developing their own style of handwriting which is legible, fluent and has the correct joins
- be able to write in paragraphs composed of grammatically accurate sentences
- use a range of sentence structures to good effect
- use precise vocabulary to enhance meaning
- use accurate spelling and punctuation - automatically proof-read writing for sense, grammar, punctuation and spelling
- automatically edit writing to make improvements
- be able to discuss writing using the correct terminology



Handwriting						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases	Use a correct/ comfortable pencil hold	Form lower-case letters with correct size relative to one another	Use diagonal/ horizontal strokes to join letters	Use diagonal/ horizontal strokes to join letters	Choose shape of a letter to use when given choices	Choose shape of a letter to use when given choices
Write recognisable letters, most of	Sit in the correct position	Form capital letters/digits of: correct size; orientation; in relationship to one	Print letters which are best left unjoined	Print letters which are best left unjoined	Decide whether or not to join specific letters	Decide whether or not to join specific letters
	Form letters from handwriting families		Write with legibility/ consistency/ good	Write with legibility/ consistency/ quality	Write legibly, fluently and with	Write legibly, fluently and with

which are correctly formed	Form lower-case letters with correct direction; start and finish in the right place Form capital letters Form digits 0-9 Separate words with spaces	another; in relationship to lower-case letters Separate words with spacing that reflects the size of the letters Use (some) diagonal/horizontal strokes to join letters	quality of handwriting (parallel/equidistant downstrokes; sufficient spacing between lines)	of handwriting (parallel/equidistant downstrokes; sufficient spacing between lines)	increasing speed - choose writing implement best suited for the task	increasing speed - choose writing implement best suited for the task
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Planning and Drafting						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Say out loud what they are going to write about Compose a sentence orally before writing it	Write down ideas and/or key words including new vocabulary - plan or say out loud what they are going to write about Compose sentences orally before writing them	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue) progressively	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue) progressively	Identify the audience for and purpose of the writing and select the appropriate form (think about formal/informal tone) Use other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary	Identify the audience for/purpose of the writing and select the appropriate form (think about formal/informal tone and shifting between the two) Use other similar writing as models for their own Note and develop initial ideas, drawing on

			building a varied and rich vocabulary and an increasing range of sentence structures	building a varied and rich vocabulary and an increasing range of sentence structures	When planning narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed When drafting, consider how grammar and vocabulary choices can change and enhance meaning Use a thesaurus	reading/research where necessary When planning narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed When drafting, consider how grammar and vocabulary choices can change and enhance meaning Use a thesaurus and recognise how words are related by meaning as synonyms and antonyms (e.g. big, little, large)
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Composition						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple phrases & sentences that can be read by others	Sequence sentences to form short narratives	Write simple, coherent narratives about personal experiences and	Write for a range of real purposes and audiences	Write for a range of real purposes and audiences - select the appropriate	Write for a range of purposes/audiences; select appropriate language that shows	Write effectively for a range of purposes/audiences; select appropriate language that shows

		those of others (real or fictional) Write about real events, recording these simply and clearly Write effectively and coherently for different purpose, drawing on reading to inform vocabulary/grammar	Select the appropriate vocabulary and grammar Create settings, characters and plot (narratives)	vocabulary and grammar Create settings, characters and plot (narratives)	good awareness of the reader Describe settings, characters and atmosphere (narrative) Integrate dialogue to convey character and advance the action (narrative)	good awareness of the reader Select appropriate form of writing Draw (independently) on what have read as models for own writing Describe settings, characters and atmosphere (narrative) Integrate dialogue to convey character and advance the action (narrative)
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Text Structure						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Combine words to make sentences	Use different sentence types: statements, questions, exclamations, commands	Use paragraphs as a way to group related material (begin) Use headings and subheadings to aid organisation of content (non-narratives)	Use paragraphs to organise ideas around a theme Choose appropriate pronoun/noun within and across sentences to aid cohesion, clarity and avoid repetition	Build cohesion within a paragraph: fronted adverbials; pronouns/varied nouns Link ideas across paragraphs using: adverbials of time; adverbials of place;	Build cohesion within a paragraph: fronted adverbials; conjunctions; appropriate use of pronouns; varied nouns/synonyms Link ideas across paragraphs:

					adverbials of number; tense choices (e.g. 'he had seen her before')	repetition of word/phrase; grammatical connections (e.g. 'on the other hand', 'in contrast' or 'as a consequence'); ellipses Use layout devices to structure text/guide the reader (columns, bullets, tables)
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Punctuation						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence demarcation: capital letters, full stops	Begin to use sentence demarcation: capital letters, full stops, question marks, exclamation marks Use capital letters for names Use capital letter for personal pronoun 'I'	Demarcate sentences: full stops, capital letters, exclamation marks, question marks Use commas to separate items in a list Use apostrophes for contracted forms Use apostrophes for singular possession in nouns	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Use apostrophes for plural possession Use inverted commas to and other punctuation to indicate direct speech: comma after reporting clause; end punctuation within inverted commas	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses Use colons to introduce a list; use of semi-colons within lists Use bullet points to list information

Extending Sentences						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conjunction 'and' to link words together as an equal pair	Use the conjunction 'and' to link words together as an equal pair Use the conjunction 'and' to link two clauses	Use conjunctions: when, if, that, because, or, but Use expanded noun phrases with a determiner or one or more adjectives to describe/specify	Use conjunctions: before, after, while, so Express time using: conjunctions (e.g. when, before, after, while); adverbs (e.g. then, next, soon,); prepositions (e.g. before, after, during) Express place using: conjunctions (e.g. where); adverbs (e.g. here, above, everywhere); prepositions (e.g. in, at, on, near, behind) Express cause using conjunctions (e.g. as, because, if, so); prepositions (e.g. because of) - correct form of 'a' or 'an' before noun phrases	Use conjunctions: before, after, while, so, although Use fronted adverbials which express time, place, cause and/or manner Use noun phrases expanded by the addition of adjectives and/or prepositional phrases (e.g. the strict maths teacher with curly hair; the dog in the kennel)	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun Use adverbs to indicate degrees of possibility (e.g. perhaps, surely) Use expanded noun phrases to convey complicated information concisely Adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area) Drop in relative clause (e.g. The lady, who was surely going to spend a fortune, ...)	Use expanded noun phrases to convey complicated information concisely: Adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area) Drop in relative clause (e.g. The lady, who was surely going to spend a fortune, ...)

Selecting Vocabulary and Grammar						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use past and present tense correctly and consistently Use progressive form of verbs in the present and past tense	Use present perfect form of verbs (e.g. He has gone out to play.)	Use standard English forms for verb inflections instead of local spoken forms ('we were' not 'we was' 'I did' not 'I done')	Use appropriate grammar and vocabulary (to enhance meaning) Use consistent and correct tense throughout writing Use correct subject and verb agreement when using singular and plural Use degrees of possibility using modal verbs (e.g. might, should, will, must)	Select appropriate grammar and vocabulary: The passive to affect the presentation of information in a sentence, modals to suggest degrees of possibility, contracted forms in dialogues in narrative Use consistent and correct tense throughout writing Use correct subject and verb agreement for singular and plural Use vocabulary typical of informal/formal speech and writing Use structures typical of informal/formal speech and writing

						Choose the appropriate register when writing (e.g. colloquial language)
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Proof-Reading						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Re-read what they have written to check that it makes sense	Re-read writing to check it makes sense	Proofread to check for errors in spelling, grammar Re-read to check that: writing makes sense; verbs to indicate time are used correctly and consistently (including continuous form) and punctuation	Proofread for spelling and punctuation errors and correct tense	Proofread for spelling, punctuation errors and correct tense	Proofread for spelling, punctuation errors and correct tense	Proofread for spelling and punctuation errors and correct tense

Editing						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discuss writing with teacher/other pupils	Evaluate writing with teacher/other pupils	Assess the effectiveness of own/others' writing and suggest improvements Make changes to grammar and	Assess the effectiveness of own/others' writing and suggest improvements Make changes to grammar and	Assess the effectiveness of own/others' writing Change vocabulary, grammar and punctuation to	Assess the effectiveness of own/others' writing Change vocabulary, grammar and punctuation to

			vocabulary to improve consistency	vocabulary to improve consistency, including the accurate use of pronouns in sentences	enhance effects and clarify meaning	enhance effects and clarify meaning
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Spelling						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying sounds in them & representing the sounds with letters	(See NC for specific content taught) Write simple dictated sentences from memory including words using the GPCs and common exception words taught so far Write letters of alphabet in order Write letter names to distinguish between alternative spellings of the same sound	(See NC for specific content taught) Write simple dictated sentences including words using the GPCs, common exception words and punctuation taught so far Segment words into phonemes Use new ways of spelling phonemes for which one or more spellings are already known and some words with each spelling including a few homophones	(See NC for specific content taught) Write simple dictated sentences including words and punctuation taught so far Use the first two or three letters of a word to check its spelling in a dictionary	(See NC for specific content taught) Write simple dictated sentences including words and punctuation taught so far Use the first two or three letters of a word to check its spelling in a dictionary	Spelling (See NC for specific content taught) Check the spelling and meaning of words in dictionaries Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use morphology and etymology when spelling Understand spelling of some words needs to be learnt specifically	Spelling (See NC for specific content taught) Check the spelling and meaning of words in dictionaries Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use morphology and etymology when spelling Understand spelling of some words needs to be learnt specifically

		Spell common exception words				
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Terminology						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter, lower case letter, word, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis , hyphen, colon, semi-colon, bullet points