



ENGLISH—Writing

EYFS

Fine Motor Skills

- ◇ Pre-writing skills—developing gross and fine motor skills to build up hand strength (mark making, Write Dance, scissor skills, tracing, pencil control activities etc.)
- ◇ Children will choose a dominant hand to write with.
- ◇ Read individual letters by saying the sounds for them and form recognisable lower-case letters.
- ◇ Form lower-case and capital letters correctly: linked to ‘Little Wandle’ Grow the Code
- ◇ **Develop fine motor skills in order to hold a pencil using a pincer grip when writing.**
- ◇ Be able to write their own name so that it can be read by themselves and others.
- ◇ Develop fine motor skills co-ordination to be able to write letters of a consistent size and letters that sit on the line.

Composition

- ◇ Hear and write the initial sound in words.
- ◇ Segment to spell using phonological awareness.
- ◇ Spell words by identifying the sounds and then writing the sound with letter/s
- ◇ Recognise and use single letter sounds and digraphs.
- ◇ Write short sentences with words with known sound-letter correspondences using a capital letter, full stop and finger spaces.
- ◇ Re-read what they have written to check that it makes sense.
- ◇ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ◇ Know and understand the skills within the writing checklist
- ◇ Write simple phrases and sentences that can be read by others

Challenge

EYFS

- ◇ Form a narrative of at least two sentence that are cohesive.
- ◇ Begin to develop a longer narrative by using story language.
- ◇ Begin to use a purple pen to edit writing alongside an adult.



ENGLISH—Writing

Year 1

Composition - Writing skills and Planning

- ◇ Form letters and numbers correctly and confidently: To be able to form digits 0-9 correctly, starting and finishing in the right place.
- ◇ Begin to join letters correctly and understand which letters belong to which handwriting families
- ◇ To be able to use diagonal and horizontal strokes to join lower case letters with a good level of consistency
- ◇ Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
- ◇ Know and understand the skills within the writing checklist
- ◇ To use simple sentence structures
- ◇ To use the joining word (conjunction) 'and' to link ideas and sentences

Composition—Drafting, writing, reviewing, editing

- ◇ To be able to read writing aloud audibly, clearly to check for errors and make suggested changes.
- ◇ Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words and punctuation taught so far.
- ◇ To write a non-fiction piece of writing based on current topic/ interest
- ◇ To write a narrative using story language influenced by experience of texts
- ◇ To begin using a purple pen alongside an adult to edit and upskill writing

Grammar, Vocabulary and Punctuation

- ◇ To know whether a sentence is complete and makes sense.
- ◇ To be able to use capital letters, full stops, question marks and exclamation marks and understand the purpose of them to demarcate sentences
- ◇ To be able to use a capital letter for names of people, places, days of the week and the personal pronoun 'I'
- ◇ To use the prefix 'un'
- ◇ Use suffixes -ing, -ed, -er, and -est where no change is needed to the root word
- ◇ To use -s and -es to form regular plurals correctly

Challenge

Year 1

- ◇ To begin to use further forms of SPAG to develop writing
- ◇ Independently re-read and edit writing to enhance
- ◇ To spell simple compound words
- ◇ To use adjectives to describe (beyond year group)
- ◇ To use a number of different features of different text types and make appropriate topic/subject matter vocabulary choices



ENGLISH—Writing

Year 2	
Composition - Writing skills and Planning	
◇	To be able to write capital letters and digits the correct size, orientation in relation to each other and to lower case letters.
◇	To know how to write capital letters correctly
◇	Use spaces between words that reflects the size of the letters
Composition—Drafting, writing, reviewing, editing	
◇	To be able to re-read to check that writing makes sense. Proof read to check for errors or improvements in spelling, grammar and punctuation.
◇	To write a non-fiction piece of writing based on current topic/interest
◇	To write a narrative using story language influenced by experience of texts
◇	To write about real events, recording these simply and clearly
◇	To begin using a purple pen independently to edit and upskill writing
◇	Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.
Grammar, Vocabulary and Punctuation	
◇	To be able to use present and past tenses mostly correctly and consistency
◇	Use some coordinating (or, and, but) and subordinating (when, if, that, because) conjunctions to expand a sentence
◇	To know main spelling rules for adding prefixes and suffixes to root words including those where the spelling of the root word changes.
◇	To be able to use full stops, capital letters, question marks
◇	To know main spelling rules for KS1 common exception words
◇	Using prefixes and suffixes and compound words in writing.
◇	To be able to form nouns using prefixes and suffixes such as ness, ful, less and er and to compound e.g whiteboard and superman
◇	To know how to use prefixes and suffixes ness, ful, less and er and can use compound nouns.
◇	To be able to use er, est and ey to turn adjectives and in to adverbs e.g smoothly
Challenge	
Year 2	◇ To be able to link ideas together to form a cohesive narrative
Year 2	◇ Independently upskill writing using further forms of SPAG
Year 2	◇ Use prefixes and suffixes to spell longer words, including –ment, -ness, -less, -ful, -ly applying knowledge of root words and spelling structure
Year 2	◇ To be able to use commas in lists
Year 2	◇ To be able to use apostrophes for contracted forms and the singular possessive



ENGLISH—Writing

Year 3

Knowledge, Skills and Understanding breakdown for Subject

Composition - Planning

- ◇ Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)
- ◇ Make active choices during planning based on purpose and audience
- ◇ Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames
- ◇ Compose and rehearse sentences orally, including dialogue before writing

Composition - Drafting and Writing

- ◇ Understand how to write complete sentences e.g. not As the boy walked down the road (to ensure comma slices are not used).
- ◇ Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE
- ◇ Create and describe plots in narratives e.g. developing the problem
- ◇ Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader
- ◇ Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)
- ◇ Write simple poetry e.g. list and rhyming poems; free verse
- ◇ Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense
- ◇ Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)
- ◇ Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing
- ◇ Begin to organise paragraphs around a theme

Composition - Reviewing and Editing

- ◇ Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/pronouns, range of adverbs, sentence structure
- ◇ Use classroom resources independently such as thesauruses to develop vocabulary choices
- ◇ Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations

Grammar, Vocabulary and Punctuation

- ◇ Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle; turquoise butterfly; rickety bridge
- ◇ Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.
- ◇ Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause
- ◇ Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.
- ◇ Use a mixture of simple and compound sentences e.g. main clause and 2 main clauses joined with FANBOYS
- ◇ Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because
- ◇ Use the present perfect form of verbs e.g. He has gone out to play. As opposed to: He went out to play.
- ◇ Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written using non-standard features e.g. Miss, I ain't got a shilling for the pie shop.
- ◇ Use commas in lists consistently in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.
- ◇ Demarcate direct speech with inverted commas e.g. can use speech marks (other punctuation may be omitted.) "I'm terrified" Tom whispered.
- ◇ Use apostrophes for contractions consistently e.g. won't, shouldn't
- ◇ Use apostrophes for singular possession consistently e.g. Tom's football
- ◇ Use grammatical devices on the toolkit effectively

Challenge

Year 3

- ◇ It is evident that elements (vocabulary and writing ideas) from their own reading and knowledge are present in their writing.
- ◇ Within the written piece, the author's voice stands out above the examples that have been taught within the unit of work.
- ◇ Y3 objectives will be consistent across all subjects.
- ◇ Use writing devices beyond the unit toolkit
- ◇ Using the toolkit purposefully and selectively for greatest effect

ENGLISH—Writing

Year 4

Knowledge, Skills and Understanding breakdown for Subject

Composition - Planning

- ◇ Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)
- ◇ Make active choices during planning based on purpose and audience
- ◇ Record and note ideas e.g. **through making notes, story maps, flow charts, 'boxing up' frames**
- ◇ Compose and rehearse more complex sentences orally before writing, including dialogue

Composition - Drafting and Writing

- ◇ Understand how to write complete sentences e.g. **not As the boy walked down the road.** To ensure comma slices are not used
- ◇ Write for an increasing range of purposes and audiences, including across the curriculum e.g. **a news report in history, an explanation in science**
- ◇ Create and expand plots in narratives e.g. **describing the cause and effect of events; providing more detail**
- ◇ Create and expand settings in narratives e.g. **describing characters' reactions to the setting; using expanded noun phrases**
- ◇ Create and expand characters in narratives e.g. **using expanded noun phrases (The terrified boy with trembling hands.)**
- ◇ Write free verse poetry, focusing on the meaning e.g. **writing poems without a rhyming structure**
- ◇ Expand the use of narrative language features e.g. **power of three; fronted adverbials for cohesion (After a while, he left the beach)**
- ◇ Expand the use of non-fiction language features e.g. **clauses to add additional information (If you want the food to stay fresh, put it in the fridge.)**
- ◇ Use nouns and pronouns to aid cohesion between sentences e.g. **Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back.**
- ◇ Organise paragraphs around a theme
- ◇ Begin to use a range of cohesive devices such as pronouns, conjunctions, adverbials and punctuation

Composition - Reviewing and Editing

- ◇ Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. **fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing**
- ◇ Use classroom resources independently such as thesauruses to develop vocabulary choices
- ◇ Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations

Grammar, Vocabulary and Punctuation

- ◇ Use noun phrases expanded by modifying adjectives e.g. **Tom was fairly scared as he entered the forest**
- ◇ Use noun phrases expanded by prepositional phrases e.g. **The vicious troll under the extremely rickety bridge.**
- ◇ Engage the reader through the use of interesting word choices and descriptive phrases e.g. **Tom crept cautiously. The twisted tree branches reached out in the darkness.**
- ◇ Use fronted adverbials for effect e.g. **Later that morning... Over the brow of the hill... Creeping silently...**
- ◇ Use figurative devices such as similes and hyperbole e.g. **The branches stretched out like witch's fingers. He was so tired he slept for days!**
- ◇ Use an appropriate variety of simple, compound and complex sentences
- ◇ Use a wider range of connectives to extend the range of complex sentences e.g. **although, while, however**
- ◇ Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs
- ◇ Control the use of standard and non-standard English e.g. **use a particular non-standard feature to develop characterisation**
- ◇ Use commas after fronted adverbials e.g. **Later during that day, After pouring the milk into the jug,**
- ◇ Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. **'I'm terrified,' Tom whispered, "do we have to go?"**
- ◇ Use the possessive apostrophe accurately with plural nouns
- ◇ Use grammatical devices on the toolkit effectively

Challenge

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| Year 4 | <ul style="list-style-type: none"> ◇ It is evident that elements (vocabulary and writing ideas) from their own reading and knowledge are present in their writing. ◇ Within the written piece, the author's voice stands out above the examples that have been taught within the unit of work. ◇ Y4 objectives will be consistent across all subjects. ◇ Use writing devices beyond the unit toolkit ◇ Using the toolkit purposefully and selectively for greatest effect |
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Composition—Planning

- ◇ Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan
- ◇ Make active choices during planning based on purpose and audience
- ◇ Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE;
- ◇ Noting and developing initial ideas, drawing on reading and research
- ◇ When writing narratives, consider how authors have developed characters and settings in what pupils have read

Composition - Drafting and Writing

- ◇ Understand how to write complete sentences e.g. not As the boy walked down the road. To ensure comma slices are not used
- ◇ Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters
- ◇ Develop settings and atmosphere in detail e.g. using parenthesis (The forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)
- ◇ Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events
- ◇ Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems to provoke empathy
- ◇ Modify and control the use of narrative language e.g. reported speech instead of direct speech; repetition for effect
- ◇ Modify and control the use of non-fiction language e.g. modal verbs in discussion; precise description and technical vocabulary
- ◇ Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts
- ◇ Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives
- ◇ Use a wide range of cohesive devices such as pronouns, conjunctions, adverbials and punctuation

Composition - Reviewing and Editing

- ◇ Evaluate theirs and others writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, punctuating clauses
- ◇ Use classroom resources independently such as thesauruses to develop vocabulary choices
- ◇ Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations to enhance effect and meaning

Grammar, Vocabulary and Punctuation

- ◇ Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.
- ◇ Use precise phrases and vocabulary e.g. Tom uttered his response reluctantly. 'Where will the ceremony be held?'
- ◇ Indicate degrees of possibility through the use of modal verbs and adverbs e.g. should, could, may, must, surely, perhaps, possibly
- ◇ Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.
- ◇ Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.
- ◇ Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.
- ◇ Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.
- ◇ Ensure the consistent and appropriate use of tense throughout a piece of writing
- ◇ Ensure correct subject-verb agreement when using singular and plural
- ◇ Distinguish between the language of speech and writing and develop formal language structures for different text types
- ◇ Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.
- ◇ Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.
- ◇ Use a colon to introduce a list
- ◇ Use brackets, dashes or commas to indicate parenthesis
- ◇ Punctuate bullet points consistently

Spelling and Presentation

- ◇ Can spell at least half of the Y5/6 common exception words and homophones and some of the Y5/6 prefixes and suffixes
- ◇ Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
- ◇ Write fluently and legibly with speed and a personal style

Challenge

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| Year 5 | <ul style="list-style-type: none"> ◇ It is evident that elements (vocabulary and writing ideas) from their own reading and knowledge are present in their writing. ◇ Within the written piece, the author's voice stands out above the examples that have been taught within the unit of work. ◇ Y5 objectives will be consistent across all subjects. ◇ Use writing devices beyond the unit toolkit ◇ Using the toolkit purposefully and selectively for greatest effect |
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Knowledge, Skills and Understanding breakdown for Subject**Composition - Planning**

- ◇ Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan.
- ◇ Make choices about the most efficient way to note their ideas and draw on research from a range of sources where necessary.
- ◇ Identify the audience and purpose for their writing and manipulate and control the use of non-fiction language features
- ◇ Make active choices during planning based on purpose and audience

Composition - Drafting and writing

- ◇ Understand how to write complete sentences e.g. not As the boy walked down the road. To ensure comma slices are not used
- ◇ Identify the audience and purpose for their writing and manipulate and control the use of narrative language features
 - ◇ Control and maintain more complex plots
 - ◇ Develop settings and atmosphere in detail
 - ◇ Develop characters in detail
- ◇ Manipulate and control the use of organisational features in fiction and non-fiction
- ◇ Write a range of more sophisticated poetry and experiment with different forms
- ◇ Precising longer passages

Composition - Reviewing and Editing

- ◇ Evaluate theirs and others' writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect
- ◇ Use classroom resources independently such as thesauruses to develop vocabulary choices
- ◇ Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations to enhance effect and meaning

Grammar, Vocabulary and Punctuation

- ◇ Use a range of sentence structures and lengths e.g. **simple, compound and complex.**
- ◇ Use an effective range of sentence structures, including sentences with multiple clauses e.g. **Tom crept nervously towards the imposing forest; his breath quickening with each footstep as he edged nearer to his fate.**
- ◇ Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. **formal/informal**
- ◇ Use the passive voice e.g. **The breastbone will be cut during the operation.. The gun had been stolen from the cabinet.**
- ◇ Use formal language structures in speech and writing, including the subjunctive and question tags e.g. **If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?**
- ◇ Use cohesive devices e.g. **adverbials, subordination, pronouns or alternative nouns**
- ◇ Use expanded noun phrases across writing e.g. **He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.**
- ◇ Use figurative devices such as extended metaphors and colloquialisms e.g. **Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.**
- ◇ Use the perfect form of verbs to mark relationships of time and cause e.g. **They've been staying with us since last week.** Use a colon to introduce a list and semi-colons within a list e.g. **There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.**
- ◇ Use a range of parenthesis (semi-colons, colons or dashes) to mark clauses accurately e.g. **It was a cold night; the rain had stopped and the ice had started to form.**
- ◇ Control the use of inverted commas for direct speech, reported speech and quotations.
- ◇ Use hyphens to avoid ambiguity e.g. **man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)**
- ◇ Punctuate bullet points consistently
- ◇ Distinguish between the language of speech and writing and select the appropriate register
 - ◇ Use grammatical devices on the toolkit effectively
 - ◇ Use a wide range of cohesive devices such as pronouns, conjunctions, adverbials and punctuation

Spelling and Presentation

- ◇ Can spell common homophones correctly
- ◇ Can spell all of the Y5/6 common exception words and words using all of the Y5/6 rules: silent letters, ough letter string, ie/ei after c words, ible/able, fer, ant/ance/ancy and ent/ence/ency, cious/tious, cial/tial
- ◇ Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
- ◇ Write fluently and legibly with speed and a personal style

Challenge

Year 6

- ◇ It is evident that elements (vocabulary and writing ideas) from their own reading and knowledge are present in their writing.
- ◇ Within the written piece, the author's voice stands out above the examples that have been taught within the unit of work.
- ◇ Y6 objectives will be consistent across all subjects.
- ◇ Use writing devices beyond the unit toolkit