

Writing curriculum

Newstead Primary School

INTENT

Transcription Spelling	EYFS	Year 1		Year 2
<p>Phonics and spelling rules</p>	<p>Writing Children at the expected level of development will: -Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <p>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <p>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank,</p>	<p>Spelling words with the vowel digraphs and trigraphs:</p> <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); 	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed,

		<p>think);</p> <ul style="list-style-type: none"> dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); 	<ul style="list-style-type: none"> - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); - spelling words ending with -y (e.g. funny, party, family); - spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); - using 'k' for the /k/ sound 	<p>-er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <ul style="list-style-type: none"> the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ/ sound spelt 's' (e.g. television, usual).
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			(e.g. sketch, kit, skin).	
Common Exception Words		<p>To spell all Y1 common exception words correctly. To spell days of the week correctly.</p>		To spell most Y1 and Y2 common exception words correctly.
Prefixes and suffixes		<p>To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>		<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>
Further spelling conventions		<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>		<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>

Transcription Handwriting	EYFS	Year 1	Year 2
Letter Formation, Placement and positioning	<p><u>Writing Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others. 	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>

Composition	EYFS	Year 1	Year 2
Planning, writing and editing		<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
Awareness of audience, Purpose and Structure		<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Vocabulary Grammar and punctuation	EYFS	Year 1	Year 2
Sentence construction and tense	<p><u>Writing Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others. 	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
Use of Phrases and clauses		<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.
Use of terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Writing curriculum

Newstead Primary School

INTENT

Transcription Spelling	Year 3	Year 4	Year 5	Year 6
<p>Phonics and spelling rules</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, Horrible /horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

Common Exception Words	To spell many of the Y3 and Y4 statutory spelling words correctly.	· To spell all of the Y3 and Y4 statutory spelling words correctly.	· To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and suffixes	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>

Further spelling conventions	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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Transcription Handwriting	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and positioning	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

Composition	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

Awareness of audience, Purpose and Structure

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Vocabulary Grammar and punctuation	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of Phrases and clauses	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>

<p>Punctuation</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<p>Use of terminology</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

Writing Framework		Newstead Primary School		Implementation	
	EYFS	KS1	KS2		
Pedagogical approach and strategies	<p>Adult-led and child-initiated activities</p> <p>Develop talk as a precursor to writing</p> <p>Put meaning to marks</p> <p>Develop fine motor skills</p> <p>Phonics</p>	<p>Use of a stimulus- wow starters, Images, books, video, drama, poetry and experiences are used as a stimulus for writing</p> <p>Text investigation- structures, features, layout, grammar, vocab, sentences structure</p> <p>Talk for writing activities</p> <p>Oral rehearsal</p> <p>Shared and modelled writing is used to teach how to create and shape texts</p> <p>Guided writing for groups</p> <p>Independent writing</p> <p>Phonics for spelling</p> <p>Drafting and improving</p> <p>Spellings are explicitly taught</p> <p>Phoneme frames used for spellings 'Have a go.'</p> <p>Feedback verbally and through marking</p>	<p>Use of a stimulus- wow starters, Images, books, video, drama, poetry and experiences are used as a stimulus for writing</p> <p>Text investigation- structures, features, layout, grammar, vocab, sentences structure</p> <p>Talk for writing activities</p> <p>Oral rehearsal</p> <p>Shared and modelled writing is used to teach how to create and shape texts</p> <p>Guided writing for groups</p> <p>Independent writing</p> <p>Drafting and improving</p> <p>Spellings are explicitly taught</p> <p>'Have a go' sheets to test spelling in back of books</p> <p>Feedback verbally and through marking</p>		
Spelling	<p>Spelling is developed through phonics sessions</p> <p>Topic words</p> <p>Common Exception words</p> <p>Spelling challenges</p>	<p>Spelling is developed through phonics sessions</p> <p>Babcock Spelling program Y2</p> <p>Topic words</p> <p>Common Exception words</p> <p>Spelling challenges</p>	<p>Babcock Spelling program</p> <p>Topic words</p> <p>Spelling challenges</p>		
Handwriting	<p>Develop fine motor skills</p> <p>Dough disco</p> <p>Collins Handwriting approach</p>	<p>Collins Handwriting approach</p>	<p>Collins Handwriting approach</p> <p>Common Exceptions words</p>		

Timetabling	Continuous provision	Daily English lesson English lesson 11-12.15 Topic sessions PM	Daily English lesson English lesson 11-12.15 Topic sessions PM
Writing across the curriculum	Continuous provision	1 piece of topic writing per week	1 piece of topic writing per week
Grammar	Developed through talk activities	Classroom Secrets Focus curriculum Grammar booklets (teacher knowledge)	Classroom Secrets Focus curriculum Grammar booklets (teacher knowledge)
Vocabulary	Developed through talk activities Cross-curricular vocab from Focus knowledge mats	Tier 2 words taken from class text are investigated and built on. Synonyms are discussed and displayed to help commit to memory Games are used to engage with tier 2 vocab Cross-curricular vocab from Focus knowledge mats	Tier 2 words taken from class text are investigated and built on. Synonyms are discussed and displayed to help commit to memory Games are used to engage with tier 2 vocab Cross-curricular vocab from Focus knowledge mats

Talk for writing	Role-play	Pie Corbett: Drama, role-play, hot-seating, conscience alley Oral retelling using a story map Chatta	Pie Corbett: drama, role-play, hot-seating, conscience alley Oral retelling using a story map Chatta
Composition	Mark-making	Modelled and shared writing using story maps or similar Boxing up	Modelled and shared writing using story maps or similar Boxing up
Expectations for recording children's work	At least one piece of writing per week. Not necessarily the final piece.	At least one piece of writing per week. Not necessarily the final piece.	At least one piece of writing per week. Not necessarily the final piece.
Environment	Speed sound chart on display Common exception words Non-negotiable spellings displayed New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed English learning wall Shared/modelled writing on display	Speed sound chart on display Common exception words Non-negotiable spellings displayed New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed English learning wall Shared/modelled writing on display	Speed sound chart on display Common exception words Non-negotiable spellings displayed New and existing vocabulary displayed Noun, verb, adjective, adverbs colour coded and displayed English learning wall Shared/modelled writing on display

Interventions inc SEND provision		Intervention groups linked to Pupil Progress Handwriting intervention	Intervention groups linked to Pupil Progress Handwriting intervention
Feedback, editing and improving		Feedback at the point of teaching Incorrect spellings underlined for correcting	Feedback at the point of teaching

English Curriculum

Newstead Primary School English Cycle A

IMPLEMENTATION

	Focus Education objectives are used to implement English.					
	Autumn Term		Spring Term		Summer Term	
	Texts	Writing Outcome	Texts	Writing Outcome	Texts	Writing Outcome
Nursery	Elmer and the Rainbow Pumpkin soup Funny Bones Seasons come Season go Stickman		Peace at last Owl Babies The Great Pet Sale Mama Panya's Pancakes Handa's Surprise		Little Red Hen Tiny Seed Jack and the Beanstalk Oliver's Fruit Salad Oliver's Vegetables	
Reception	Elmer and the Rainbow Pumpkin soup Funny Bones Seasons come Season go Stickman	Name Lists and labels Label & caption Lists, label & caption letter	Peace at last Owl Babies The Great Pet Sale Mama Panya's Pancakes Handa's Surprise	Labels and captions Thank you card message Descriptive caption Instructions List & recipe	Little Red Hen Tiny Seed Jack and the Beanstalk Oliver's Fruit Salad Oliver's Vegetables	Name Lists Label & caption Lists, labels & captions letter
Year 1/2	Toby and the Great Fire of London by M. Nash & J.Cope Who was Sammuel Pepys? P. Harrison The Great Fire of London by I. Gogerly Narrative Poem The Great Fire of London by P. Perro Old Bear Stories by J. Hissey Toy Story video clip	Letter- Suggestions to the king of how to slow down/stop the fire Instruction (Recipe How to make Bread) Story- Recount of the events of the fire 'Fire' Poem Character Description - Woody Story- Old Bear adventure	Lost and Found Penguins E. Bone The Emperor's Egg by M. Jenkins Fact books about Polar regions Meerkat Mail by E. Gravett Fact books about deserts Video 'Catch It' ESMA 2015	Story – Boxed up version of Lost and Found Non-chronological report - Penguins Description - Antarctica Poem – Hot and Cold Postcard from Sunny the Meerkat Instructions – How to survive in the desert Story – Catch It!	The Tiger Who Came to Tea by Judith Kerr Usbourne Beginners: Tigers by J. Francis Bog Baby by J. Willis Animal poems Animal Non-Fiction books Superworm by J.Donaldson The Enormous Turnip Little red Riding Hood	Story – The Snake/Giraffe/Fox who came to tea. Recount (Zoo Visit) Non-Chronological report – on a chosen animal Poem – Frog! Story – Little Red riding Hood from the wolf's perspective Explanation – How do trees grow?

	Dogger by Shirley Hughes Toys and Games by S.Hewitt Grandpa by J,Burningham Major Glad Major Dizzy by J. Oke Nativity Story	Recount – Toys from the past Christmas list/letter Christmas poem	Fact Books: Seasons and weather Enid Blyton Springtime Stories Rabbit’s Spring Adventure A. Loughrey & D. Howarth Spring story (Bramley Hedge) by J. Barklem Spring Poems	Explanation- The Four seasons ‘Spring’ Poem Story - Rabbit’s New Adventure	Non-Fiction books: Plants and trees I am the seed that grew the Tree (Poetry) by F.Waters and F.Preston-Gannon i-Spy Trees: What can you Spot? The Lost words by F. Mcfarlane and J. Morris	Description – Different trees/plant (Mini book ‘How to spot trees and plants’) Shape poem – Plants/Flowers
Year 3/4	Escape to Pompeii by Christina Balit The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark Julius Caesar (Young Reading (Series 3)) (3.3 Young Reading Series Three (Purple) Hardcover – 23 Feb 2007 by Rachel Firth	Story Roman Myths Roman Myths Diary Instructions-Recipe	If you lived 100 years ago by Ann McGovern and Anna Divito Chimney Sweep, Kitchen Maid Oliver Twist by Charles Dickens (original author), Karen Donnelly (illustrator), & Gill Tavner (adapter)	Recount of visit Explanation Story Newspaper report	Wind in the Willows by Kenneth Williams (DVD) Wind in the Willows by Kenneth Williams (DVD) The Promise by Nicola Davies The Variety of Life by Nicola Davies & Lorna Scobie How to Help a Hedgehog and Protect a Polar Bear by Jess French & Angela Keoghan	Character description Adventure story Descriptive settings Non-chronological report
Year 4/5	Escape to Pompeii by Christina Balit The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark	Story Roman Myths Roman Myths Diary Instructions-Recipe	If you lived 100 years ago by Ann McGovern and Anna Divito Chimney Sweep, Kitchen Maid Oliver Twist by Charles Dickens (original author), Karen Donnelly	Recount of visit Explanation Story Newspaper report	Wind in the Willows by Kenneth Williams (DVD) Wind in the Willows by Kenneth Williams (DVD) The Promise by Nicola Davies	Character description Adventure story Descriptive settings Non-chronological report

	<p>The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark</p> <p>Julius Caesar (Young Reading (Series 3)) (3.3 Young Reading Series Three (Purple) Hardcover – 23 Feb 2007 by Rachel Firth</p>		(illustrator), & Gill Tavner (adapter)		<p>The Variety of Life by Nicola Davies & Lorna Scobie</p> <p>How to Help a Hedgehog and Protect a Polar Bear by Jess French & Angela Keoghan</p>	
Year 6	<p>The Saga of Eric the Viking by Terry Jones</p> <p>Wonder by RJ Palacio</p> <p>Body Talk by Benjamin Zephaniah</p> <p>Odd and the Frost Giants by Neil Gaiman</p>	<p>Adventure Story – Saga</p> <ul style="list-style-type: none"> - Character - Setting - Atmosphere <p>Recount - Jorvik Viking Centre visit</p> <p>Letter Writing</p> <p>Information Text – Evolution and Inheritance</p> <p>Eye-witness account</p> <p>Recount – Diary – Charles Darwin</p> <p>Discussion Text – Balanced arguments</p> <p>Playscript</p>	<p>The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper & Chris Coady</p> <p>Pig Heart Boy by Malorie Blackman</p> <p>Trash by Andy Mulligan</p>	<p>Poetry/Song – Drop in the Ocean</p> <p>Choral/performance poetry</p> <p>Explanation text – Circulatory System, Water Cycle</p> <p>Newspaper Report/Blog</p> <p>Flooding/Natural disaster/Environmental issue</p>	<p>The Chocolate Tree: A Mayan Folktale by Linda Lowery</p> <p>Tales of the Arabian Nights</p> <p>The Great Kapok Tree by Lynne Cherry</p> <p>Light and electricity fact books</p>	<p>Folktale/Historical story</p> <p>Recount</p> <p>Information Text</p> <p>Explanation Text</p> <p>Persuasive speech</p> <p>Letter Writing</p> <p>Narrative poetry</p> <p>Balanced Argument</p> <p>Non-chronological report/leaflet</p> <p>Instruction Text - Electricity</p>

English Curriculum

Newstead Primary School English Cycle B

IMPLEMENTATION

Focus Education objectives are used to implement English.						
Autumn Term		Spring Term		Summer Term		
Texts	Writing Outcome	Texts	Writing Outcome	Texts	Writing Outcome	
Nursery	You choose! 3 little pigs Would you rather? Goldilocks and the three bears Hansel and Gretel The Jolly Christmas Postman		Weather & seasons Whatever next Man on the moon You choose-space Beegu Aliens love underpants		Tiddler Winnie at the seaside At the beach The lighthouse keepers lunch Seaside holidays	
Reception	You choose! 3 little pigs Would you rather? Goldilocks and the three bears Hansel and Gretel The Jolly Christmas Postman	Name Lists Label & caption Lists, labels & captions Letter	Weather & seasons Whatever next Man on the moon You choose-space Beegu Aliens love underpants	Descriptive caption Simple facts Thank you card message Simple instructions List, instructions & recipe	Tiddler Winnie at the seaside At the beach The lighthouse keepers lunch Seaside holidays	Descriptive captions Descriptive writing Non-fiction Report sequence Factual sentences Retell
Year 1/2	You wouldn't want to be a Victorian Coal miner! J. Malam & D.Antram Usborne Illustrated Stories from Dickens – Oliver Twist Video clip- The little match Girl by H.C.Anderson	Recount – Visit to the National Coal-Mining Museum Description- Working in a Victorian coal mine aged 6! Description – Fagin Story- The Little Match Girl	Tyranosaurus drip By J. Donaldson and D. Roberts Wild by E.Hughes Above and Below by P.Hegarty (Habitats) Traction Man is Here by M. Grey	Description – T-Rex Story – Wild (Own version) NCR – Habitats Story – Cartoon strip Traction Man saves the day	Lila and the secret of the Rain by D. Conway My Village: Rhymes from around the World by D Wright & M Moriuch Milly, Molly, Mandy Stories by J. Lankaster-	Description – Setting (Lila's home) Poem: My Village Story- The Hunter (Variation) Report - Kenya Instruction – How to make a

	<p>Florence Nightingale by L.Lethbridge and K.Donnnelly Ada Lovelace Poet of Science by D.Stanley The nativity Story A Christmas Carol by C.Dickens Christmas poems</p>	<p>Letter – From Florence home Character description – Florence Nightingale Explanation- Who was Ada Lovelace? Poetry – The Lady with the lamp Story – The nativity from the Donkey’s point of view Poem – A Christmas Wish!</p>	<p>The Three Little Pigs/ The Three Little Wolves The Three Billy goats Gruff The Little Gardener by E. Hughes Jack and the Beanstalk Plants: Amazing Science by S.Hewitt Katie and the Sunflowers by J.Mayhew</p>	<p>Letter – Thank you letter from the Little Gardener Description – The Giant Instruction: How to grow a sunflower Poem - Sunflower</p>	<p>Brisley (British village setting) The Hunter by P. Geraghty Kenya (Non-Fiction books) The Lighthouse Keeper’s Lunch by R&D Armitage First Book of the Sea by N. Davis and E. Sutton The Shell Spell by R. Hunt The Secret of Black Rock by J. Stanton</p>	<p>sandwich/Healthy packed lunch Poem - Rockpool Description – Under the sea Story – Adventure story (seaside setting)</p>
Year 3/4	<p>The Orchard book of Greek Myths by Marcia Williams Non-fiction texts of Greece. Study of a European Country Volcanoes and Earthquakes</p>	<p>Story-Myths and Legends Persuasive writing- holiday brochure Explanation-What happens when a volcano explodes?</p>	<p>Stone Age Boy by Satoshi Kitamura From Stone Age to Bronze Age - The first Drawing by Modicai Gerstein Stig of the Dump by Clive King How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p>	<p>Story Newspaper report Diary entry Recount Instructions</p>	<p>The Flower by John Light What is Pink by Christina Rossetti I Am the Seed That Grew the Tree: A Nature Poem James and the Giant Peach by Roald Dhal Orion and the Dark by Emma Yarlett</p>	<p>Story Descriptive setting Poem Letter Instructions - How to plant a seed. Character description</p>
Year 4/5	<p>The Explorer by Katherine Rundell Wild Animals of the South by Dieter Braun Journey to the River Sea by Eva Ibbotson</p>	<p>Adventure Story. Information Text. Explanation texts – What is the Rainforest? Newspaper reports, diary entries, Persuasive leaflet – Save the Rainforest</p>	<p>The Egyptian Cinderella by Shirley Climo The Time Travelling Cat and the Egyptian Goddess – by Julia Jarman Investigating Solids (Being a Scientist) by Jacqui Bailey</p>	<p>Story writing using structure of the book. Mystery story / time travelling story. Non- fiction writing – create a page to a class book using a conducted scientific investigation</p>	<p>Beowulf by Michael Morpurgo. How to be an Anglo Saxon by Collins Big Cats. Armistice Runner by Tom Palmer</p>	<p>Newspaper Report Explanation Texts Description. Non-Chronological reports Story writing. Poetry (Rhyme and repetition)</p>

			The Lemonade Crime by Jacqueline Davies	(Reversible and irreversible changes.) Crime Writing.	Where the Poppies Now Grow by Hilary Robinson	
Year 6	The Saga of Eric the Viking by Terry Jones Wonder by RJ Palacio Body Talk by Benjamin Zephaniah Odd and the Frost Giants by Neil Gaiman	Adventure Story – Saga - Character - Setting - Atmosphere Recount - Jorvik Viking Centre visit Letter Writing Information Text – Evolution and Inheritance Eye-witness account Recount – Diary – Charles Darwin Discussion Text – Balanced arguments Playscript	The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper & Chris Coady Pig Heart Boy by Malorie Blackman Trash by Andy Mulligan	Poetry/Song – Drop in the Ocean Choral/performance poetry Explanation text – Circulatory System, Water Cycle Newspaper Report/Blog Flooding/Natural disaster/Environmental issue	The Chocolate Tree: A Mayan Folktale by Linda Lowery Tales of the Arabian Nights The Great Kapok Tree by Lynne Cherry Light and electricity fact books	Folktale/Historical story Recount Information Text Explanation Text Persuasive speech Letter Writing Narrative poetry Balanced Argument Non-chronological report/leaflet Instruction Text - Electricity

Writing Framework**Newstead Primary School****IMPACT**

	EYFS	KS1	KS2
Assessment	Phonics assessments (write the grapheme heard) Writing books (formative assessment) Half termly writing assessments	Phonics assessments (write the grapheme heard) Writing books (formative assessment) Half termly writing assessments Spelling Challenges Babcock spelling tests (Common Exception words) Grammar assessments (Classroom Secrets)	Writing books (formative assessment) Half termly writing assessments Spelling Challenges Babcock spelling tests (Common Exception words) Grammar assessments (Classroom Secrets)
Monitoring	Learning walks Observations Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting

Year 1 Writing Assessment

Working Towards the Expected Standard	To use their own simple story ideas or retell a familiar story using short, simplistic sentences.							
	To reread their writing aloud to check that it makes sense							
	To use adjectives that have been modelled.							
	To use simple sentence structures (which may often be repetitive).							
	Capital letters for names, places, the days of the week and the personal pronoun 'I'.							
	Finger spaces.							
	Full stops to end sentences.							
	To spell some words containing previously taught phonemes and GPCs accurately							
	To spell some Y1 common exception words accurately (from English Appendix 1).							
	To write lower case letters in the correct direction, starting and finishing in the right place.							
Working at the expected Standard	To write sentences in order to create short narratives and non-fiction texts.							
	To use some features of different text types (although these may not be consistent).							
	To reread their writing to check that it makes sense and make suggested changes.							
	To use adjectives to describe.							
	To use simple sentence structures							
	To use the joining word (conjunction) 'and' to link ideas and sentences.							
	Some use of	Exclamation marks.						
		Question marks.						
	To spell most words containing previously taught phonemes and GPCs accurately.							
	To Spell most common exception words							
	To use -s and -es to form regular plurals correctly.							
	To use the prefix 'un'.							
	To add the suffixes -ing, -ed, -er and -est to root words							
	To write lower case and capital letters in the correct direction, starting and finishing in the right place.							
	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.							
Greater Depth within the expected Standard	To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.							
	To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.							
	To reread their writing to check that it makes sense and independently make changes.							
	To use adjectives to describe (sometimes ambitious beyond the year group).							
	To use simple and compound sentence structures.							
		Question marks						
		Exclamation marks						
		Capital letters for names, places, the days of the week and the personal pronoun 'I'.						
		Finger spaces.						
		Full stops to end sentences.						
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency								

Year 2- End of Key Stage 1 Statutory Assessment

Working towards the expected standard	Write sentences that are sequenced to form short narratives (real or fictional)							
	Some use of	Capital letters						
		Full stops						
	Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others							
	Spell some common exception words							
	Form lower case letters in the correct direction, starting and finishing in the right place							
	Form lower case letters of the correct size relative to one another in some of their writing							
	Use spacing between words							
Working at the expected standard	Write simple and coherent narratives about personal experience and those of others (real or fictional)							
	Write about real events recording these simply and clearly							
	Use present and past tense correctly and consistently							
	Use coordination (and/ but/ or) and subordination (when/ if/ that/ because(
	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others							
	Spell many common exception words							
	Demarcate most sentences with	Capital letters						
		Full stops						
		Question marks						
	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters							
Use spacing between words that reflect the size of the letters								
Working greater depth	Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing							
	Make simple additions, revision and proof-reading corrections to their own writing							
	Use punctuation taught at KS1 mostly correctly							
	Spell most common exception words							
	Add suffixes to most words correctly in withier writing (-ment, -ful, -ness, -ly, -less)							
	Use diagonal and horizontal strokes needed to join some letters							

Year 3 Writing Assessment

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Working toward the expected standard	To orally rehearse their ideas for writing and record their ideas using a modelled planning format							
	To demonstrate some understanding of purpose and audience							
	To use simple structure of a wide range of text types							
	To proof read their work for errors and make simple improvements with support							
	To make more ambitious words choices (may reflected modelled language from teacher)							
	Usually maintain the correct tense							
	Use full range of punctuation from other year groups including:	Full stops						
		Capital letters						
		Exclamation marks						
		Questions marks						
		Commas in a list						
		Apostrophes for possession and contractions						
	including:	Inverted commas for direct speech						
		To use a range of conjunctions						
	To spell some words with prefixes - ir -auto -in - dis- super - anti							
	To spell some words with suffixes -ly -ous - ation							
To spell some year 3 common exception words								
To use joined cursive writing								
Working at the expected standard	To begin to plan their own writing							
	To demonstrate an increase understanding of purpose and audience							
	To use the structure of a wide range of text types							
	Proof read theirs and others' work to check for errors and make improvements							
	To make ambitious word choices							
	To create setting, character and plot							
	To organise paragraphs into themes							
	To use subordinate clauses							
	To begin to use adverbs, prepositions to show time, place and cause							
	Use 'a' or 'an' correctly							
To begin to spell homophones correctly - which witch								
Working at Greater Depth within the expected standard	To plan and write with an understanding of purpose and audience							
	To make deliberate and ambitious words choices to add detail, effect and engage the reader							
	To maintain the correct tense (including present perfect)							
	To punctuate direct speech accurately							
	To use subordinate clauses sometimes changing the position of the subordinate clause							
	To use a range of coordinating and subordinating conjunctions							
	To spell many of the Year 3 common exception words							
To use joined cursive handwriting								

Year 4 Writing Assessment

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Working toward the expected standard	To use a consistent and appropriate structure in fiction and non-fiction								
	To write narratives with a clear beginning, middle and end with a clear plot								
	To proof read their own and others writing with growing confidence								
	To create more detailed settings, characters and plot,								
	To organise paragraphs around a theme								
	To maintain tense throughout a piece of writing								
	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done								
	Use fronted adverbials e.g. Later that day, I heard the bad news.								
	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition								
	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas								
	Apostrophes for singular possession and plural possession								
	Expanded noun phrases - modifying adjectives, and prepositions,								
	To use pronouns to aid cohesions and avoid repetition								
	To spell most words with prefixes/suffixes correctly								
	To spell most homophones correctly								
To spell many common exception words									
To use neat joined cursive handwriting									
Working at the expected standard	To write a range of narratives and non-fiction using a consistent and appropriate structure								
	To proof rather own and others' work making clear and accurate amendments								
	To create a more detailed setting, characters and plot to fully engage the reader								
	To consistently organise paragraphs around a theme								
	To maintain tense throughout a piece								
	To use all necessary punctuation								
	To use all punctuation from preceding year groups								
	To use singular possession and plural possession apostrophes with accuracy								
	To demarcate fronted adverbials with commas consistently.								
	To use nouns and pronouns effectively to aid cohesion								
To spell all words with prefixes/suffixes correctly									
To spell all homophones correctly									
Working at Greater Depth within the expected standard	To write narratives that well well structured and well paced								
	To proof own and others' work making clear and accurate amendments consistently								
	To create a more detailed setting, characters and plot to fully engage the reader consistently								
	To consistently organise paragraphs around a theme and aid cohesion within paragraphs								
	Always maintain tense								
	Always use standard verb inflections accurately								
To use all punctuation consistently and accurately									
To use their knowledge of word families to aid spelling									

Year 5 Writing Assessment

Working towards the expected standard		To write for a range of purposes and audiences					
		To select appropriate grammar and vocabulary to match the purpose					
		To describe the setting, characters and atmosphere with and awareness of the reader					
		To begin to use dialogue to convey character and action					
		Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining					
		To create paragraphs that are usually suitably linked (this may not be accurate)					
		To proof read their work and others to assess and make necessary corrections					
		Use the full range of punctuation from preceding year groups					
		Being to use commas to clarify meaning					
		Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly					
		Begin to experiment with relative clauses					
		Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must					
		Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify					
		To spell some words from Y5/6 word					
	To spell some complex homophones						
Working at the expected standard		To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose					
		To describe the setting, characters and atmosphere to consistently engage the reader					
		To begin to use dialogue to convey character and action with increasing confidence					
		To begin to proof read to precise longer passages by removing unwanted repetition					
		To use commas to clarify meaning with increasing accuracy					
		Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly					
		To use relative clauses with relative pronoun					
	Parenthesis	Brackets					
		Dashes					
		Commas					
		To spell many words from Y5/6 word					
	To spell many complex homophones						
	To use consistently joined handwriting						
Working at Greater Depth within the expected standard		To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure					
		To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning					
		To regularly use integrated dialogue					
		Consistently link ideas with and across paragraphs					
		To use commas to clarify meaning and avoid ambiguity consistently					
		To use a wide range of words/phrases to link paragraphs with and across to aid cohesion					
		Wide range of adverbs and modal verbs					
	Spell most common exception words correctly						

Year 6- End of Key Stage 2 Statutory Assessment

The pupil can write for a range of purposes and audiences (including writing a short story)								
Working towards the expected standard	Write for a range of purposes							
	Use paragraphs to organise ideas							
	In narratives, describe settings							
	In narratives describe characters							
	In non narrative use simple devices to support the reader (Heading, subheading, bullet points)							
	Using mostly correctly	Capital letters						
		Full stops						
		Question marks						
		Exclamation marks						
		Commas for lists						
	Apostrophes for contraction/possession							
Spelling most words correctly (year 3 and 4)								
Spelling some words correctly (year 5 and 6)								
Producing legible joined handwriting (at this standard there is no need for writing to be joined)								
Working at the expected standard	Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader (1 st person diary, direct address in persuasive writing)							
	In narrative							
	In narratives, describe settings							
	In narratives describe characters							
	In narratives, describe atmosphere							
	Integrate dialogue in narratives to convey character and advance the action							
	Using mostly correctly	inverted commas						
		commas for clarity						
		punctuation for parentheses						
		Contracted forms						
		Passive verbs						
		Modal verbs						
	Use a range of devices to build cohesion	Conjunctions						
		Fronted adverbials						
		Pronouns						
Synonyms								
Spelling most words correctly (year 5 and 6)								
Use verb tenses consistently and correctly throughout their writing								
Maintaining legibility, fluency and speed in handwriting when writing at speed								
Working greater depth	Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)							
	Distinguish between the language of speech and writing and choose the appropriate structure.							
	Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this							
	Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)	Semi- colons						
		Colons						
hyphens								
dashes								

