


# Writing Curriculum




## Haveley Hey Curriculum Statement for Writing

Inte nt	At Haveley Hey, we provide a high quality education in Writing that teaches pupils to speak and write fluently so that they can communicate their ideas and emotions effectively to others. We follow a curriculum which strives to move children from dependence towards independence and allows children to write for a variety of audiences and purposes. Our curriculum develops children's ability to write coherently, creatively and effectively. We want to develop a love for writing and promote originality through imaginative, cross curricular units of work which inspire children to be inventive.		
Impl em ent atio n	<p style="text-align: center;"><b>Curriculum</b></p> <p>Our curriculum uses the criteria from the National Curriculum to teach and recap skills for writing (writing secrets). We combine this with a strong emphasis on oral literacy and reading, using carefully tailored text models to support children internalise the language structures needed to write. Children use toolkits to enable them to embed a variety of genres. Progression in Writing is ensured through our curriculum, text models, tool kits and Progression in Sentence Types document.</p>	<p style="text-align: center;"><b>Key Concepts</b></p> <p>We ensure that children experience a wide range of genres, focuses and toolkits for both fiction and non-fiction units throughout their primary school literacy journey. Spelling – We use Twinkl phonics and the Spelling Shed scheme to discretely teach spellings and children are encouraged to respond to spelling feedback daily. Grammar- Our curriculum teaches grammar explicitly through daily shared writing and purposeful, fun games.</p>	<p style="text-align: center;"><b>Subject Specific Approach</b></p> <p>We use a combination of the 'Talk4Writing' approach and sentence stacking to teach writing and literacy skills. We create engaging models for writing which are designed to encourage children to think deeply about the text and participate in close reading. We use strong and stimulating 'hooks' which improve children's engagement levels; impacting positively on their overall attainment. Children bank ideas at word and sentence level to support their writing. Handwriting is taught weekly to develop a consistent style.</p>
Imp act	<p style="text-align: center;"><b>Pupil Voice</b></p> <p>Pupils are able to talk confidently about the text models which they have learnt and the toolkit features for genres covered. Children enjoy talking through their text maps and aspire to learn and apply new high level vocabulary.</p>		<p style="text-align: center;"><b>Evidence of Knowledge and Skills</b></p> <p>Children's learning is monitored through book looks, formative teacher assessments, moderation and discussions with the children.</p>
	<p style="text-align: center;"><b>Resilience</b></p> <p>Children are encouraged to refine and edit their writing using a pink pen. This develops independence in recognising mistakes as well as a determination to up-level and improve their work.</p>	<p style="text-align: center;"><b>Ambition</b></p> <p>Pupils are taught about audience and purpose and staff make links to careers in writing through whole school writing and poetry weeks. Our children are encouraged to take pride in the presentation of their writing.</p>	<p style="text-align: center;"><b>Respect</b></p> <p>Themes of respect and diversity are explored through books shared with the children and through the models for writing.</p>

	<b>Writing Long Term Plan</b>		At Haveley Hey, we provide a high quality education in Writing that teaches pupils to speak and write fluently so that they can communicate their ideas and emotions effectively to others. We follow a curriculum which strives to move children from dependence towards independence and allows children to write for a variety of audiences and purposes. Our curriculum develops children's ability to write coherently, creatively and effectively. We want to develop a love for writing and promote originality through imaginative, cross curricular units of work which inspire children to be inventive.									
Subject content Nursery/Reception Statutory requirements end of EYFS												
Write simple phrases and sentences that can be read by others (ELG). Write recognisable letters, most of which are correctly formed (ELG). Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).												
Nursery												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Me and my Family		Traditional Tales		People who help us		Animals		Places to visit		Fantasy worlds	
Text	Owl babies/ Happy to be me	The Colour Monster	Billy Goats Gruff	The Gingerbread man	People who help us	Superhero like me	We're going on a bear hunt	Caterpillar looks for a shoe/ The very hungry caterpillar	We all go travelling by song  Walking through the jungle	Baby Goes to Market	You Choose: Space	The Gruffalo
Final outcome	Self portraits	Labelling emotions	Story sequencing	Recipe	Occupation writing/label	People who help us day - who we are	Maps	Life cycle of a butterfly		Write a shopping list	Creating an alien	Character writing
Hook	All about me box	Colourful monsters	Broken bridge/letter	Making gingerbread men	What's in the box?	Special visitors	Bear hunt Bear paw prints and letter	Caterpillar eggs		Shopping basket	Spaceship crash	Mystery clues hidden in the classroom
Level of innovation	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution	Substitution
Poetry	Nursery rhymes											
Reception												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Me and My Friends		Traditional Tales		Travel and Transport		Minibeast		Down on the farm		Fantasy worlds	
Text	Hello Friend  Amazing	Colin and Lee, Carrot and Pea	Jack and the beanstalk	Goldilocks and the three bears	Handa's Surprise	Paddington bear	Bug Hotel RSPB First Book of minibeasts	Aaaargghh Spider Superworm	What the Ladybird heard  Poetry (senses)	Farmer Duck	The Singing Mermaid	Zog
Final outcome	Family Portraits and emotions	My favourite fruit drawing	Labelling	Story sequencing	Caption - The zebra took the orange	Sentence/Caption writing	Clues for What am i? Riddle	I can see... sentence writing	Map work	Descriptions of the chicks	Missing posters	Story writing  Recount
Hook	Friendship chain	Main characters from	Beanstalk and giant	Wanted Police search for Goldilocks	Aeroplane experience	A letter from Paddington	Allotment/ outdoor	Large spider web in the house/	Farm experience	Chicks/Ducks	Missing Mermaid	A letter from Zog

[illegible]

	<b>Writing Long Term Plan</b>	<p>At Haveley Hey, we provide a high quality education in Writing that teaches pupils to speak and write fluently so that they can communicate their ideas and emotions effectively to others. We follow a curriculum which strives to move children from dependence towards independence and allows children to write for a variety of audiences and purposes. Our curriculum develops children's ability to write coherently, creatively and effectively. We want to develop a love for writing and promote originality through imaginative, cross curricular units of work which inspire children to be inventive.</p>
<p style="text-align: right;">Subject content Year 1 Statutory requirements</p> <p>Spelling Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught/ common exception words/ the days of the week/</li> <li>• name the letters of the alphabet: naming the letters of the alphabet in order/ using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs/ using the prefix un–/ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English programme of study appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p><a href="#">English Programme of Study – appendix 1 Spelling</a></p> <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly/ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters/ form digits 0-9/ understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> <li>• Writing - composition</li> <li>• write sentences by: saying out loud what they are going to write about/ composing a sentence orally before writing it/ sequencing sentences to form short narratives/ re-reading what they have written to check that it makes sense/ discuss what they have written with the teacher or other pupils/ read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul> <p>Writing – composition Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p>Writing - vocabulary, grammar and punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English programme of study Appendix 2 by:</li> <li>• leaving spaces between words/ joining words and joining clauses using 'and'/beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark/ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'/ learning the grammar for year 1 in English programme of study Appendix 2</li> <li>• use the grammatical terminology in English programme of study appendix 2 in discussing their writing</li> </ul>		

Year 1												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Memory Box		My Local Area		My Local Area		Extreme Weather		Paws, Jaws and Claws		History Makers	
Genre	Narrative with predictable pattern	Information text (Signs, labels, captions, lists)	Lost and found Story	Alphabet Poem	Narrative	Onomatopoeia Poem	Traditional Tale	Instructions	Journey Story	Information Text	Narrative	Recount
Text	The Gruffalo	Gruffalo picnic	Marty Martian  Lost and Found	Winter poem	The Papaya that spoke  The Train Ride	Playground Poem	Three Little Pigs	How to grow a magical beanstalk	Where the wild things are	Wild Thing Fact File	Monkey See, Monkey Do	Year 1 Memories
Focus	Characterisation	Lists	Problems and dilemmas	Poetry	Dialogue	Poetry	Resolutions and prepositions	Sequencing	Characterisation and setting	Information text tool kit	Action	Recount tool kit
Final outcome	Busy _____	Gruffalo Shopping List	_____ Alien	Acrostic poem	The _____ that spoke	My walk around Wythenshawe	The three little pigs master plan	How to make a kite/weather gauge	Where the Wild Things live	Wild Animal Fact File	_____ see, _____ Do	My time in Year 1
Hook	Gruffalo Story Time	Gruffalo Picnic	Alien Crash Landing	Rhyming Soup	Mr Papaya	Local Walk	STEM house building activity	Plant a beanstalk	Pyjama party	Animal workshop	All thing hats - Wear a hat to school day	Year 1 Scrapbook
Level of innovation	Substitution	Substitution	Substitution	Substitution	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition
Poetry	Poetry with Rhymes Alphabet Poetry											

## Subject Content Year 2

### Statutory requirements

#### Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by
- graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are
- already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### [English Programme of Study – appendix 1 Spelling](#)

#### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

#### Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

- read aloud what they have written with appropriate intonation to make the meaning clear.
- Writing – vocabulary, grammar and punctuation
- Pupils should be taught to:
- develop their understanding of the concepts set out in English programme of study Appendix 2 by:
  - learning how to use both familiar and new punctuation correctly (see English programme of study Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and coordination (using or, and, or but)
  - the grammar for year 2 in English programme of study Appendix 2
  - some features of written Standard English
  - use and understand the grammatical terminology in English programme of study Appendix 2 in discussing their writing.

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- learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English programme of study Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English programme of study Appen

Year 2												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	First Flight		Great Explorers		Great Explorers		Wonderful Wythenshawe		Great Fire of London		Beachcombers	
Genre	Narrative Journey story	Recount	Narrative Overcoming the Monster story	Non Chronological report	Narrative Journey story	Instructions	Narrative Wishing story	Non Chronological report	Poetry	Narrative Stories by significant authors	Instructions	Narrative Overcoming a problem
Text	Little Charlie	Wright Brothers postcard	Kassim and the Greedy Dragon	The Manchester Frost Dragon	The Story of Pirate Tom	How to spot a parrot in the wild	King of the Fishes	Kampong Ayer information text	Great Fire of London poem	Gorilla Anthony - Browne	How to build a sandcastle	The Lighthouse Keepers Lunch
Focus	Problem and dilemma	Recount tool kit	Suspense	Non chronological report tool kit	Characterisation	Instruction tool kit	Build up	Non chronological report tool kit	Poems with patterned language	Characterisation and dialogue	Instruction tool kit	Resolutions
Final Outcome	Little Sam	Bessie Coleman postcard	St George and the Greedy Dragon	The Wythenshawe Winter Ridgeback Dragon	The Story of Pirate Pete	How to spot a ____ in the wild	Three Wishes	Wythenshawe information text	Fire poem	Story in the style of Anthony Browne	How to fly a kite	The Sailor's Supper
Hook	Treasure Hunt	Visit	Discover giant egg	Investigate evidence of dragon sightings	Treasure chest found in classroom	An explorer's back pack with the instruction scroll	Magic wand	Wythenshawe treasure trail	Fire pit	Library visit	Chance to make a sandcastle	Have a picnic/make a sandwich
Levels of Innovation	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition	Substitution Addition
Poetry	Poems with predictable and patterned language Riddles, tongue twisters and humorous verse											



Subject Content Year 3 and 4  
Statutory requirements

Spelling (see English programme of study Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English programme of study Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

[English Programme of Study – appendix 1 Spelling](#)

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, 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].

Writing – composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English programme of study Appendix 2)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English programme of study Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause



See Subject Content Year 3 and 4 above <a href="#">English Programme of Study – appendix 1 Spelling</a>	Subject Content Year 4
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Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Energy		Romans		Natural Disasters		Anglo Saxons and Scots		Megacities		The Black Death	
Genre	Narrative (Warning story)	Persuasion	Narrative (Overcoming the Monster story)	Recount (Diary)	Narrative (Suspense story)	Explanation text	Character description	Recount (Newspaper report)	Narrative (Imagined World story)	Non Chronological Report	Narratives (Stories that raise issues)	Discussion
Text	The Canal	Speech	The Door	The day the earthquake came	Escape from Pompeii – suspense story	How earthquakes happen	The Birdman	Whale Rescue - narrative	From another World	The Black Death	The Coming of the Iron Man	Should the Iron Man be Captured?
Focus	Action	Persuasion	Dialogue	Recount tool kit	Suspense	Explanation tool kit	Characterisation	Recount tool kit	Prequel/sequel	Information text tool kit	Openings	Discussion tool kit
Final Outcome	The recycling centre	Speech to SLT – sustainability	Portal story	The day the tsunami came	Escape from Christchurch - suspense story	How tsunamis happen	The Birdman from a positive perspective	Whale Rescue - newspaper report	Sequel	Report on the plague	The Coming of the ...	Should people live in megacities?
Hook	Videos of characters recounting what happened and how they felt.	Video of Greta Thunberg/Local trip.	Door appears in the classroom	Classroom disruption - children to recount	Images of Pompeii and natural disasters.	Scientists asking for help. He doesn't know how tsunamis happen.	CCTV images of a mysterious figure.	Archeological dig?	Letter from government sharing a story from the new world post pandemic	Diary entry	Making robots from junk	Headline quiz
Level of innovation	Alteration	Substitution Addition	Alteration	Substitution Addition	Alteration	Substitution Addition	Changing time /person/view	Genre switching	Changing time /person/view	Substitution Addition	Substitution Addition	Substitution Addition
Poetry	Classic and modern poetry including poetry from different cultures and times. Range of poetry in different forms (haiku, couplets, rhyming and free verse)											

Subject Content Year 5 and 6  
Statutory requirements

Spelling (see English programme of study Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

[English Programme of Study – appendix 1 Spelling](#)

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- 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

Writing – composition

Pupils should be taught 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
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural,
- distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:



Subject Content Year 6													
Year 6													
	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Formal writing (3 week)	Narrative (Setting description) (3 week)	Sequel narrative (3 week)	Explanation (2 week)	Formal/Informal writing (2 week)	Narrative	Non Chronological report	Classic Literature	Formal Writing/Informal	Flashback story	Journalistic writing	Longer Narrative(3 weeks)	Poetry unit TBC
Text	Macbeth	Viking Village	Alma	How has the camel adapted to the desert	The day the crayons quit.	Road's end	Deadly 60	Frankenstein	The day the crayons quit	The Gas Mask	Beach hut review	Hero twins	
Focus	Formality Audience and purpose	Setting description	Suspense and action	Fact and Formality	Formality Audience and purpose (persuasion)	Suspense and dialogue	Sources to add authority Active/Passive	Setting description	Formality Audience and purpose	Flashback story set in different historical period	Opinion and fact	Characterisation and viewpoint	Creating plot
Final Outcome	Letter to Lady Macbeth	Viking battle - setting description	Sequel to Alma	How has the polar bear adapted to the Arctic	Persuasive letter from old decoration to be put back on the tree.	Narrative writing from alternate perspective	Non Chronological report of deadly animal	First person story from Frankenstein perspective	Letter - The day the classroom equipment quit	The Masterpiece	Mountain lodge review	Character description	Day of the Dead Report
Hook	Learn Macbeth song	Video on literacy shed.	Video	David Attenborough clip/adaptation games	Show children old decoration (tatty/worn)	Video clip literacy shed and hot seating activity	Visit from Zoo2you	Audio recording from scene/voice overs.	Children to brainstorm why different equipment may quit.	Sample of WWII artefacts. Museum trip?	Design a mountain lodge.	BBC bitesize video	
Level of Innovation	Substitution Addition	Substitution Addition	Prequels/Sequels	Write in the style of...		Changing time /person/view	Substitution Addition	Alternative viewpoint	Substitution Addition	Blending text types	Substitution Addition	Alteration	Genre switching
Poetry	Poems, Kennings, limericks, cinquain, tanka. Poems as adverts, letters, nonsense and free verse												

### Nursery Writing Objectives

Early writing	Name writing
<ul style="list-style-type: none"> <li>✓ I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can overwrite or trace my name correctly</li> <li>✓ I can write 1st letter from my name correctly</li> <li>✓ I can write some letters from my name correctly and independently (may be copying)</li> <li>✓ I can write my first name independently</li> <li>✓ I can write some or all of my name</li> </ul>
Pencil grip	Letter formation
<ul style="list-style-type: none"> <li>✓ I can hold a pencil correctly using the tripod grip</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can form most known letters correctly</li> <li>✓ I can write some letters accurately</li> </ul>

### Reception Writing Objectives

Early writing	Segmenting and blending
<ul style="list-style-type: none"> <li>✓ I can label pictures</li> <li>✓ I can write captions that make sense</li> <li>✓ I can re-read my writing to check that it makes sense.</li> <li>✓ I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> <li>✓ I can write simple phrases and sentences that can be read by others (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write VC words using Phase 2 graphemes</li> <li>✓ I can write CVC words using Phase 2 graphemes</li> <li>✓ I can write CVC words using Phase 3 graphemes</li> <li>✓ I can make sound attempts using phonic knowledge to write unknown words</li> <li>✓ I can spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
Spelling	Letter formation
<ul style="list-style-type: none"> <li>✓ I can spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</li> <li>✓ I can write some Phase 2 tricky words</li> <li>✓ I can write some Phase 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can form lower-case and capital letters correctly</li> <li>✓ I can write recognisable letters, most of which are correctly formed (ELG).</li> </ul>

Phonic knowledge	
<p>✓ I have secure knowledge of Phase 2 phonics -- (around 20/23 Phase 2 graphemes)</p> <p>✓ I have secure knowledge of Phase3 phonics ----- 14 Digraphs</p> <p>Phase 3:</p> <p>Consonant digraphs: ch, sh, th, ng.</p> <p>Vowel digraphs/trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>	



## Year 1 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I can demonstrate, in some pieces of writing, a range of understanding of grammatical features such as: word, sentence, letter, capital letter, full stop, singular, plural, question mark, exclamation mark, punctuation.</li> <li>✓ I can use speech bubbles to develop understanding ahead of introducing speech punctuation in year 2</li> <li>✓ Most of my sentences are punctuated correctly using a capital letter and a full stop, question mark or exclamation.</li> <li>✓ I use capital letters to indicate almost all proper nouns and the personal pronoun</li> <li>✓ I use apostrophes correctly to mark some contracted forms and some singular possession in nouns</li> <li>✓ I use commas to separate items in a list</li> <li>✓ I can sometimes use adverbs</li> <li>✓ I can use an expanded noun phrase for description</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most of my sentences are grammatically accurate</li> <li>✓ I am starting to demonstrate understanding of alliteration e.g. dangerous dragon, slimy snake etc.</li> <li>✓ I can use these simple determiners correctly: the a my your an this that his her their some all lots of many more those these</li> <li>✓ I use similes using 'as and as'</li> <li>✓ I make some attempt to use subordinating conjunctions ( when, if, that, because) to join clauses</li> <li>✓ I am building on Reception work: on, who, until and but - add in or and then</li> <li>✓ I can use 'repetition for rhythm e.g. He walked and he walked and he walked</li> <li>✓ I can use repetition for description e.g. a lean cat, a mean cat / a green dragon, a fiery dragon</li> <li>✓ I can use a phrase to mark the beginning and end (One day, The end)</li> <li>✓ I can use simple prepositions in my writing :inside, outside, towards, across, under</li> </ul>
Paragraphing	Presentation and handwriting
<ul style="list-style-type: none"> <li>✓ My writing is sequential or has a beginning, middle and end</li> <li>✓ I show understanding the 5 part structure of a standard story mountain</li> <li>✓ I sit correctly and hold a pencil correctly</li> <li>✓ Across my writing, there is some consistency in the size of letters</li> <li>✓ The spacing between my words is mostly consistent</li> <li>✓ I can form capital letters</li> <li>✓ I understand letters that are formed in similar ways</li> </ul>	<ul style="list-style-type: none"> <li>✓ I sit correctly and hold a pencil correctly</li> <li>✓ Across my writing, there is some consistency in the size of letters</li> <li>✓ The spacing between my words is mostly consistent</li> <li>✓ I can form capital letters</li> <li>✓ I understand letters that are formed in similar ways</li> <li>✓ I use correct letter formation</li> </ul>
Spelling	Composition
<a href="#">English Programme of Study – appendix 1 Spelling</a>	<ul style="list-style-type: none"> <li>I write sentences by:</li> <li>✓ saying out loud what I am going to write about</li> </ul>

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|  | <ul style="list-style-type: none"><li>✓ composing a sentence orally before writing it</li><li>✓ sequencing sentences to form short narratives</li><li>✓ re-reading what I have written to check that it makes sense, discussing what I have written with my teacher or other pupils, reading aloud my writing clearly enough to be heard by my peers and my teacher.</li></ul> |
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## Year 2 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I show consistent understanding of grammatical conventions in their writing: verb, tense, past, present, adjective, noun, suffix, apostrophe, comma</li> <li>✓ My sentence boundaries are demarcated correctly</li> <li>✓ I use speech bubbles /speech marks for direct speech</li> <li>✓ I use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>✓ I use sentences with different forms: statement, question, exclamation, command</li> <li>✓ I can use expanded noun phrases to describe and specify, e.g. the blue butterfly.</li> <li>✓ I can use apostrophes correctly to mark contracted forms in spelling e.g. don't, can't and to mark singular possession e.g. the cat's name</li> <li>✓ I can use the present and past tenses correctly and consistently including the progressive form</li> <li>✓ I can use subordinating conjunctions: when, if, that, because,</li> <li>✓ I can use adjectives which show adventurous language choices</li> <li>✓ I can write the grammatical agreement (matching verbs to nouns/pronouns), e.g. I am/the children are</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write compound sentences</li> <li>✓ I can use adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</li> <li>✓ I can use adverbs for information e.g. Lift the pot carefully onto</li> <li>✓ I can use two adjectives to describe the noun e.g. The scary, old woman...Squirrels have long, bushy tails.</li> <li>✓ I can use alliteration correctly e.g. wicked witch, slimy slugs</li> <li>✓ I include more complex similes using...like...e.g.... like sizzling sausages...hot like a fire</li> <li>✓ I use long and short sentences: Long sentences to add description or information and short sentences for emphasis</li> <li>✓ I can use expanded noun phrases e.g. lots of people, plenty of food</li> <li>✓ I can use additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until</li> <li>✓ I can use a list of 3 for description E.g. He wore old shoes, a dark cloak and a red hat.</li> <li>✓ I can use these prepositions: behind above along before between after</li> <li>✓ I can use time connectives such as First, After that, Next etc.</li> <li>✓ I use a variety of sentence starters are used (adverbial phrases e.g. Once upon a time, Long ago, Early in the morning)</li> </ul>
Paragraphing	Presentation and handwriting
<ul style="list-style-type: none"> <li>✓ I set my work out to reflect the purpose of my writing</li> <li>✓ I understand the 5 part structure of a standard story mountain including more complex vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can form lower case letters of a consistent size</li> <li>✓ I am beginning to join some letters using diagonal and horizontal strokes</li> <li>✓ Almost all my letters are neat and regular in size</li> <li>✓ My upper case and lower case letters are not mixed within a word</li> </ul>

	<ul style="list-style-type: none"> <li>✓ I use spacing between words that reflects the size of the letters appropriately and consistently</li> </ul>
Spelling	Composition
<a href="#">English Programme of Study – appendix 1 Spelling</a>	<ul style="list-style-type: none"> <li>✓ I develop positive attitudes towards and stamina for writing by:</li> <li>✓ writing narratives about personal experiences and those of others (real and fictional)</li> <li>✓ writing about real events</li> <li>✓ writing poetry</li> <li>✓ writing for different purposes</li> <li>✓ I consider what I am going to write before beginning by:</li> <li>✓ planning or saying out loud what I am going to write about</li> <li>✓ writing down ideas and/or key words, including new vocabulary</li> <li>✓ encapsulating what I want to say, sentence by sentence I can make simple additions, revisions and corrections to my own writing by:</li> <li>✓ evaluating my writing with the teacher and other pupils</li> <li>✓ re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>✓ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>✓ reading aloud what I have written with appropriate intonation to make the meaning clear.</li> </ul>

### Year 3 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I can use and understand grammatical terminology when discussing reading and writing: word family, preposition, conjunction, adverb, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause</li> <li>✓ I can use a colon before a list e.g. What you need:</li> <li>✓ I can use ellipses to keep the reader hanging on</li> <li>✓ I show secure use of inverted commas for direct speech.</li> <li>✓ I can use commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</li> <li>✓ I can consistently use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li>✓ I show correct use of tense - including past, present and future</li> <li>✓ I use prepositions for specifics: Next to by the side of In front of during through throughout because of</li> <li>✓ I can change verbs to improve interest</li> <li>✓ I use a range of powerful verbs e.g. stare, tremble, slither</li> <li>✓ I can experiment with adjectives appropriate to style and purpose</li> <li>✓ I correctly use verbs in 1st, 2nd, 3rd person</li> <li>✓ I can use a wider range of connectives: when, if, although</li> <li>✓ I use determiners: a or an according to whether next word begins with a vowel e.g. a rock, an open box</li> <li>✓ I can use speech marks and speech conventions</li> <li>✓ I can use commas in lists consistently and use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</li> <li>✓ I can use an apostrophe for omission</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can vary sentence structure by use of phrases, clauses and adverbials</li> <li>✓ I can use adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave....</li> <li>✓ I can use adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered...</li> <li>✓ I can use prepositional phrases to place the action: on the mat; behind the tree, in the air</li> <li>✓ I can include the use of ing and ed openers</li> <li>✓ I can begin a sentence using a phrase that starts with first, next, after, when or finally</li> <li>✓ I can develop compound sentences (coordination) using connectives: and, or, but, so, for, nor, yet (coordinating conjunctions)</li> <li>✓ I can develop complex sentences (Subordination) with range of subordinating conjunctions</li> <li>✓ I can continue to use sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</li> <li>✓ I can use a pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</li> <li>✓ I can drop in a relative clause using: who/whom/which/whose/that</li> <li>✓ I can continue to use a variety of connectives such as and, but, so, because</li> <li>✓ I am beginning to use if, so, while, though, since</li> <li>✓ I can sustain narrative voice throughout a piece of writing</li> </ul>
Paragraphing	Presentation and handwriting
<ul style="list-style-type: none"> <li>✓ I can group ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can join letters, deciding which letters are best left un-joined</li> </ul>

<p>✓ I can use topic sentences to introduce non-fiction paragraphs</p>	<p>✓ I can make handwriting legible by ensuring that down strokes of letters are parallel letters and letters are spaced appropriately</p> <p>✓ When I can write correctly as above, I will use pen from Summer term</p>
<p>Spelling</p>	<p>Composition</p>
<p><a href="#">English Programme of Study – appendix 1 Spelling</a></p>	<p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>✓ discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ discussing and recording ideas</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>✓ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</li> <li>✓ structures (English programme of study Appendix 2)</li> <li>✓ organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>✓ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> <li>✓ assessing the effectiveness of my own and others' writing and suggesting improvements</li> <li>✓ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✓ proof-read for spelling and punctuation errors</li> </ul>

	<p>✓ reading aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
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# Year 4 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I can use and understand grammatical terminology when discussing reading and writing: word family, preposition, conjunction, adverb, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, pronoun, possessive pronoun, adverbial</li> <li>✓ I can use the perfect form of verbs to mark relationships of time and cause</li> <li>✓ I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>✓ I can use proper nouns correctly, including punctuation, -refers to a particular person or thing -. Monday, Jessica, October</li> <li>✓ I can understand the grammatical difference between plural and possessive -s</li> <li>✓ I use standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)</li> <li>✓ I can use comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</li> <li>✓ I can use conjunctions, adverbs and prepositions to express time and cause</li> <li>✓ I can use commas to mark clauses and fronted adverbials</li> <li>✓ "I can use apostrophes to mark singular and plural possession</li> <li>✓ (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural"</li> <li>✓ I am beginning to use a semi colon</li> <li>✓ I can use speech marks and speech conventions consistently including split speech</li> <li>✓ I can use full punctuation for direct speech: Each new speaker on a new line</li> <li>✓ I can use a comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</li> <li>✓ I can consistently use 1st and 3rd person correctly</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use clauses correctly and consistently</li> <li>✓ I can use a range of connectives to signal time e.g. eventually, after a while</li> <li>✓ I can begin a sentence using a phrase which begins with: as well as, since, while</li> <li>✓ I can securely use compound sentences (Coordination) using coordinating conjunction and, or, but, so, for, nor, yet (coordinating conjunctions)</li> <li>✓ I am consolidating the -ed opener work from year 3</li> <li>✓ I am beginning to write a sentence which contains two -ed words at the beginning</li> <li>✓ "I can use -'ed' clauses as starters e.g. 'ed' clauses as starters</li> <li>✓ Teased by the boys, the dog growled.</li> <li>✓ Frustrated by the lesson, the boy began to day-dream. "</li> <li>✓ "I can use expanded -'ing' clauses as starters e.g.</li> <li>✓ Grinning menacingly, he slipped the treasure into his rucksack.</li> <li>✓ Hopping speedily towards the pool, the frog dived underneath the leaves."</li> <li>✓ I can write a 2A sentence using alliteration</li> <li>✓ "I can use a drop in -'ing' clause e.g.</li> <li>✓ Jane, laughing at the teacher, fell off her chair.</li> <li>✓ The tornado, sweeping across the city, destroyed the houses."</li> <li>✓ I can use adverbs for detail on dialogue - verb + adverb - "Hello," she whispered, shyly.</li> <li>✓ "I can use a sentence of 3 for action e.g.</li> <li>✓ Sam rushed down the road, jumped on the bus and sank into his seat.</li> <li>✓ The Romans enjoyed food, loved marching but hated the weather. "</li> <li>✓ "I can use complex sentences: (Subordination)</li> </ul>



<ul style="list-style-type: none"> <li>✓ I can use expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Main and subordinate clauses with range of subordinating conjunctions"</li> <li>✓ I can securely use long and short sentences for effect</li> <li>✓ "I can start a sentence with a simile</li> <li>✓ e.g. Like a wailing cat, the ambulance screamed down the road."</li> <li>✓ I can select specific nouns e.g. poodle rather than dog</li> </ul>
<p>Paragraphing</p> <ul style="list-style-type: none"> <li>✓ I can use connectives to link paragraphs</li> <li>✓ I can use paragraphs: to organise each part of story, to indicate a change in place or jump in time and build into suspense writing to introduce the dilemma</li> <li>✓ My ending can now include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</li> <li>✓ "I can further develop the 5 parts to story Introduction / Build-up / Problem / Dilemma / Resolution / Ending</li> <li>✓ I can make a clear distinction between resolution and ending. (Ending should include reflection on events or the characters.)"</li> </ul>	<p>Presentation and handwriting</p> <ul style="list-style-type: none"> <li>✓ We can write in pen by Spring</li> <li>✓ I can join letters, deciding which letters are best left un-joined</li> <li>✓ I make my handwriting legible by ensuring that down strokes of letters are parallel letters and letters are spaced appropriately</li> </ul>
<p>Spelling</p> <p><a href="#">English Programme of Study – appendix 1 Spelling</a></p>	<p>Composition</p> <p>I can plan my writing by:</p> <ul style="list-style-type: none"> <li>✓ discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ discussing and recording ideas</li> </ul> <p>I can draft and write by:</p> <ul style="list-style-type: none"> <li>✓ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</li> <li>✓ structures (English programme of study Appendix 2)</li> <li>✓ organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>✓ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>I can evaluate and edit by:</p>

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|  | <ul style="list-style-type: none"><li>✓ assessing the effectiveness of my own and others' writing and suggesting improvements</li><li>✓ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>✓ proof-read for spelling and punctuation errors</li><li>✓ reading aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul> |
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## Year 5 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I can use and understand grammatical terminology when discussing reading and writing: relative clause, modal verb, relative pronoun, parenthesis, dash, bracket, determiner, cohesion, ambiguity.</li> <li>✓ I can use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>✓ I can use a rhetorical question</li> <li>✓ I can use passive verbs to affect the presentation of information in a sentence</li> <li>✓ I can use expanded noun phrases to convey complicated information concisely</li> <li>✓ I can use modal verbs or adverbs to indicate degrees of possibility</li> <li>✓ I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>✓ I can use commas to clarify meaning or avoid ambiguity in writing</li> <li>✓ I can use hyphens to avoid ambiguity</li> <li>✓ I can use brackets, dashes or commas to indicate parenthesis</li> <li>✓ I can use semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>✓ I can use pronouns to avoid repetition</li> <li>✓ I can use basic standard English, i.e. agreement between verb and noun; consistency of tense; avoid double negative</li> <li>✓ I can use a colon to introduce a list</li> <li>✓ I can use bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can add phrases to make sentences more precise</li> <li>✓ I am starting to use De: De Sentence (Description: Detail)</li> <li>✓ I am starting to use Metaphor / Personification</li> <li>✓ I am starting to use ambiguity as a writing tool to engage reader</li> <li>✓ I am starting to use Onomatopoeia</li> <li>✓ I can use complex sentences with a full range of conjunctions</li> <li>✓ I can use expanded –ed clauses as starters, or ed repetition</li> <li>✓ I can write a sentence which contains three –ed words at the beginning</li> <li>✓ I can use a drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.</li> <li>✓ "I can move sentence chunks (how, when, where) around for different effects e.g.</li> <li>✓ The siren echoed loudly ....through the lonely streets ....at midnight"</li> <li>✓ I can elaborate starters using adverbial phrases</li> <li>✓ I can use stage directions in speech (speech + verb + action)</li> <li>✓ I can show degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</li> <li>✓ I can begin a sentence using a phrase which begins with one of the following connectives: because, if, as</li> <li>✓ I am starting to use relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun</li> <li>✓ I can use a range of sentence openers (ing, ed, ly) consistently</li> <li>✓ I can alter a sentence construction to suit different text types, purposes and readers</li> </ul>
Paragraphing	Presentation and handwriting
<ul style="list-style-type: none"> <li>✓ I can consistently organise writing into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write fluently and legibly with a personal style</li> <li>✓ I can choose the form of writing best suited to the task (notes, letters etc.)</li> </ul>

<ul style="list-style-type: none"> <li>✓ I can use a 5 part story structure. Writing could start at any of the 5 points and may include flashbacks</li> <li>✓ I can vary connectives within paragraphs to build cohesion into a paragraph</li> <li>✓ "</li> <li>✓ I can use change of place, time and action to link ideas across paragraphs"</li> <li>✓ I can link ideas within and across paragraphs using a full range of connectives and signposts</li> <li>✓ I can use rhetorical questions to draw reader in</li> <li>✓ I can express my own opinions clearly</li> <li>✓ I can consistently maintain a viewpoint</li> <li>✓ I can write a clear summary at the end to appeal directly to the reader</li> <li>✓ I can use adverbs and conjunctions to establish cohesion within paragraphs</li> <li>✓ I can write narratives which have a build-up and complication that leads towards a defined ending using a paragraph for each</li> </ul>	
Spelling	Composition

[English Programme of Study – appendix 1 Spelling](#)

I can 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 my own
- ✓ noting and developing initial ideas, drawing on reading and research where necessary
- ✓ in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed

I can draft and write by:

- ✓ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ précising longer passages
- ✓ using a wide range of devices to build cohesion within and across paragraphs
- ✓ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can evaluate and edit by:

- ✓ assessing the effectiveness of my own and others' writing
- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ ensuring correct subject and verb agreement when using singular and plural
- ✓ distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ proof-reading for spelling and punctuation errors
- ✓ performing my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## Year 6 Writing Objectives

Punctuation and Grammar	Sentence Structure
<ul style="list-style-type: none"> <li>✓ I can use and understand grammatical terminology when discussing reading and writing: relative clause, modal verb, relative pronoun, parenthesis, dash, bracket, determiner, cohesion, ambiguity.</li> <li>✓ I can use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>✓ I can use passive verbs to affect the presentation of information in a sentence</li> <li>✓ I can use expanded noun phrases to convey complicated information concisely</li> <li>✓ I can use modal verbs or adverbs to indicate degrees of possibility</li> <li>✓ I can use relative clauses beginning with who, which, where, when, whose, that or an implied (i.e. omitted) relative pronoun</li> <li>✓ I can introduce active and passive verbs to create effect and to affect presentation of information e.g.</li> <li>✓ Active: Tom accidentally dropped the glass.</li> <li>✓ Passive: The glass was accidentally dropped by Tom.</li> <li>✓ I can use commas to clarify meaning or avoid ambiguity in writing</li> <li>✓ I understand fully how words are related as synonyms and antonyms and demonstrate appropriate variation in writing</li> <li>✓ I can use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> <li>✓ I can use brackets, dashes or commas to indicate parenthesis</li> <li>✓ I can use semi-colons, colons or dashes to mark boundaries between main clauses - indicate a stronger subdivision of a sentence than a comma</li> <li>✓ I can use pronouns to avoid repetition.</li> <li>✓ I can use basic standard English, i.e. agreement between verb and noun; consistency of tense; avoid double negative</li> <li>✓ I can use a colon to introduce a list and semi-colons within lists</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use subordinate clauses to add relevant detail to complex sentences</li> <li>✓ I successfully use short sentences for effect</li> <li>✓ I can use colons for lists and De: De Sentence (Description: Detail) sentences</li> <li>✓ I can use varied sentence starter techniques used e.g. ing, ed, ly simile, adverbial etc.</li> <li>✓ I know how and when different sentence types should be used</li> <li>✓ I can use a 'drop in' sentence without a 'w' word</li> <li>✓ I can use expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</li> <li>✓ I understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in 'If I were you...'</li> <li>✓ I can use sentence construction to express subtle distinctions of meaning, incl hypothesis, speculation and supposition</li> <li>✓ I know the difference between spoken and written language reflected in the use of dialogue</li> <li>✓ I can keep a viewpoint consistent</li> <li>✓ I can vary pace</li> </ul>

<ul style="list-style-type: none"> <li>✓ I can use bullet points consistently</li> <li>✓ Consolidation of Year 5 objectives</li> </ul>	
Paragraphing	Presentation and handwriting
<ul style="list-style-type: none"> <li>✓ I can write coherently organised paragraphs</li> <li>✓ I can use paragraphs to signal change in time, scene, action, mood or person</li> <li>✓ I can link ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> <li>✓ semantic cohesion (e.g. repetition of a word or phrase),</li> <li>✓ grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision (the omission of a sound or syllable when speaking as in I'm, let's )</li> </ul> </li> <li>✓ I can include layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>✓ I can use paragraphs of varying length to achieve pace and emphasis and to structure the plot</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can write fluently and legibly with a personal style</li> <li>✓ I can choose the form of writing best suited to the task (notes, letters etc.)</li> </ul>
Spelling	Composition

[English Programme of Study – appendix 1 Spelling](#)

I can 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 my own
- ✓ noting and developing initial ideas, drawing on reading and research where necessary
- ✓ in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed

I can draft and write by:

- ✓ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ précising longer passages
- ✓ using a wide range of devices to build cohesion within and across paragraphs
- ✓ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can evaluate and edit by:

- ✓ assessing the effectiveness of my own and others' writing
- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ ensuring correct subject and verb agreement when using singular and plural
- ✓ distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ proof-reading for spelling and punctuation errors
- ✓ performing my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



