

## Writing

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Sentence Structure and Punctuation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Some use of past and present tenses.	Vary sentences using subordination (when, if, that, because) and coordination (and, but, so, then).	Sentence openings – vary sentences for clarity.	Use fronted adverbials, including correct use of commas.	Use the perfect form of verbs to mark relationships of time and cause.	Use of subjunctive form.
	Joining words and clauses using simple conjunctions.	Capital letters, exclamation marks and question marks usually used accurately.	Express time, place and cause using conjunctions.	Use apostrophes to mark plural possession.	Use expanded noun phrases to convey complicated information concisely.	Use passive verbs to affect the presentation of information in a sentence.
	Some features of written Standard English evident in writing.	Use of apostrophes to mark contractions in spelling and some use of apostrophes for omission.	Express time, place and cause using adverbs.	Secure use of direct speech punctuation and layout, including new speaker = new line and punctuation within and surrounding inverted commas.	Use modal verbs or adverbs, indicating possibility.	Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty.
	Use capital letters and full stops to demarcate sentences.	Use the progressive form of verbs in the present and past tense to mark actions in progress.	Express time and place using prepositions	Develop the use of relative clauses beginning with who, which, where, that.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied/omitted relative pronoun.	Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are.
	Use patterned narrative structures.	Features of written Standard English evident in writing.	Use present perfect verbs in addition to the past tense	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use commas to extend sentences, clarify meaning or to avoid ambiguity	Use hyphens to avoid ambiguity.
	Use capital letters for names.	Use commas to separate items in a list.	Begin to use inverted commas to punctuate direct speech.		Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	Use semi-colons, colons or dashes to mark boundaries between independent clauses.
	Spaces are left between words.	Use different types of sentences, e.g. statement, command, question, exclamation.	Spaces are left between words.			Use a colon to introduce a list and punctuate bullet points correctly.

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<b>Text Structure and Organisation</b>	Basic sequencing of ideas.	Consistent use of tenses, present and past.	With support, begins to use paragraphs to organise ideas.	Secure the use of paragraphs to organise ideas around a theme.	Use devices to build cohesion across a text and within paragraphs.	Use an appropriate form, audience and register to match purpose of the writing.
	Sequence sentences to form short narratives.	Pupils' writing shows an awareness of purpose, form and audience.	Narratives include opening, dilemma, conflict, problem, resolution, ending.	Some attempt to link paragraphs together across a text.	Use a wide range of presentational and organisational devices to structure texts.	Independent writing shows structural features of a given text type/genre.
	Structure own writing using some of the features of given form, audience and text-type/genre.	Basic sequencing of ideas, e.g. time-related words or phrases, line breaks, headings, numbers.	Use simple, organisational devices.	Organise narrative into chapters, using structure: intro, build-up, conflict, resolution.	Use mixed text types in writing for a variety of purposes	Some shaping of paragraphs evident
		Pupils' writing shows language and structural features of given text-type/genre, e.g. recounts, instructions, non-chronological reports and narratives.	Use rhetorical questions to draw the reader in.	Use 1st and 3rd person appropriately and consistently throughout the text.	Make links across paragraphs to effectively control text.	Use a range of presentational and organisational devices to structure text and guide the reader.
		Opening/closing signalled, e.g. introduction and conclusion, beginning, middle and ending in narrative.	Use of the perfect form of the verbs to mark relationships of time and cause.	Writing shows language and structural features of given text type/genre.	Narratives describe setting, character and atmosphere.	Secure use of mixed genres for a variety of purposes.
		Related points next to each other.		Use a range of organisational devices, e.g. subheadings, bullet points, text layout, possible links to ICT, graphic organisers (such as 'story mountain').	Use dialogue to convey character and advance the action.	Use devices to build cohesion.
		Narrative includes setting, character and plot.			Use flashbacks and non-linear text structures.	
<b>Vocabulary</b>	Add detail to writing using simple descriptive language.	Use expanded noun phrases to describe/specify, e.g. 'The green dragon'.	Varied vocabulary across fiction and non-fiction, including technical vocabulary related to the subject.	Varied vocabulary across fiction and non-fiction, including technical vocabulary related to the subject.	Select appropriate vocabulary to enhance meaning or emphasis in narrative.	Recognise differences between informal and formal language.
	Use vocabulary collected from cross-curricular learning.	Use technical vocabulary.	Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use descriptive language in order to create setting and character.	Vary vocabulary across a range of genres/text types including technical vocabulary related to subject.
	Use new vocabulary and patterned phrases from own reading/experiences to help engage the reader.	Use new vocabulary and patterned phrases from their reading.	Begin to experiment with figurative language.	Select appropriate vocabulary to create settings, characters and plot.	Use new vocabulary and patterned phrases from reading/own experiences to help engage the reader.	Understand nuances in vocabulary choice.
	Take an interest in, enjoy and explore new vocabulary.	Use adventurous technical vocabulary in their writing	Use words and phrases that capture the reader's interest and imagination.	Effectively use conjunctions, adverbs and prepositions to express time, cause and place.	Take an interest in, enjoy and explore new vocabulary in order to support their writing.	Select appropriate grammar and vocabulary to enhance meaning and for emphasis.
		Take an interest in, enjoy and explore new vocabulary in order to support their writing.			Use dialogue to convey character.	Use figurative language to develop setting, character and atmosphere.
<b>Planning and Drafting</b>	Say out loud what they are going to write.	Plan and/or rehearse orally what they are going to write.	Use reading experiences and understanding of structural organisers to help plan their writing	Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text type.	Identify the audience and purpose.	Independently identify the audience, purpose, form and style of writing.

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		in a genre/text type.				
Compose a sentence orally before writing it.	Encapsulate, sentence by sentence, what they are going to say.	Discuss and record age appropriate ideas before writing.	Discuss and record age appropriate ideas before writing.	Suggest an appropriate form of writing.	Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate.	
Begin to organise their ideas in writing.	Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing.	Compose/rehearse age appropriate sentences orally specific to the genre/text type.	Compose/rehearse age appropriate sentences orally specific to the genre/text type.	Use note-making to record ideas in reading and research.	Independently plan own ideas for developing characters, settings and narrative structure.	
	Develop a positive attitude towards, and stamina for, writing.		Enhance the effectiveness of what is written.	Independently enhance the effectiveness of writing through reading, evaluating and redrafting.	Independently plan using appropriate features of non-fiction/mixed text types.	
					Make appropriate choices of grammar and vocabulary to clarify and enhance meaning.	
					Independently enhance the effectiveness of writing through reading, evaluating and redrafting to meet age related expectations.	
<b>Evaluating and Editing</b>	Discuss what they have written with others/teacher.	Read aloud what they have written with appropriate intonation.	Evaluate own writing against the purpose, text structure and language features of the genre/text type.	Evaluate own writing against the purpose, text structure and language features of the genre/text type.	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.
	Re-read aloud, clearly enough to be heard by others.	Evaluate the effective use of word choice, grammar and punctuation.	Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children.	Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children.	Ensure consistent and correct use of tense throughout a piece of writing.	Précis longer passages.
	Evaluate impact on reader, e.g. intended purpose of the writing, language features of the genre, form in which it was written.	Make simple additions, revisions and corrections, following proof-reading and evaluation of writing.	Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate).	Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate).	Ensure correct subject and verb agreement.	Learn, use and apply the grammar for year 6 appendix 2, through discussion, editing and evaluating reading and writing.
	With support, if appropriate, re-read sentences for sense.	Re-read, ensuring writing makes sense and has the desired effect/provides pertinent information to the reader.				
			Read aloud own writing using appropriate intonation, tone and volume to make the meaning clear.	Read aloud own writing using appropriate intonation, tone and volume to make the meaning clear.	Present/perform their writing, if appropriate, using intonation, volume and movement to make the meaning clear.	Proofread for spelling and punctuation errors (cross-reference to word list for Y5/6 where appropriate).
				Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.	Evaluate and edit own and others' writing against a set criterion, some of which may be generated by themselves.	Evaluate and edit own and others' writing against a set criterion, generated by themselves or other pupils.
					Proofread for spelling and punctuation errors (cross-reference to word list for Y5/6 where	

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				appropriate).  Learn, use and apply the grammar for year 5 appendix 2, through discussion, editing and evaluating reading and writing.	
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