

Literary Strand	<p>To report including: fact files, non-chronological reports, information texts</p> <p>To recount including: diaries, trip recounts, recount of experiences, journalistic reports (in Years 4-6 only)</p> <p>To explain</p> <p>To evaluate (Year 5 – 6)</p> <p>To persuade including: brochures, letters, adverts</p> <p>To instruct</p> <p>To discuss including: discussion and debate</p> <p>To narrate including: story settings, character description, writing from different perspectives, alternative endings, openers, innovate a story.</p> <p>Poetry including: reading, writing and recital, different forms, imagery and vocabulary, themes, techniques, structure.</p>
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Writing Attainment:

Overview Our Year 1 English curriculum builds upon the skills and knowledge the children have gained during their time in our EYFS. In the EYFS the children will be exposed to a language rich environment, taught a wide, rich range of vocabulary and language structures and given the opportunity to use new words in a range of contexts such as conversation, storytelling and role play. They will have actively engaged in stories, non-fiction texts, rhymes and poems. They will have been taught to recognise and say letters and sounds through a structured, systematic phonics programme and be able to read simple sentences and books. They will be able to write simple phrases and sentences that can be read by themselves and others.

Writing skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) Presenting neatly	<p>I can hold a pencil correctly.</p> <p>I can use handwriting families to form lower case letters correctly.</p>	<p>I can consistently form letters which are the correct size.</p> <p>I begin to use joins in my writing.</p> <p>I can form capital letters correctly which and different in size and</p>	<p>I can correctly join letters together.</p> <p>I can present work neatly in the way I have been asked.</p>	<p>I can correctly join letters together.</p> <p>I can choose which letters are best left un-joined. I can consistently present work neatly in the correct format</p>	<p>I can join my writing legibly and fluently.</p> <p>I can write with different writing tools neatly where appropriate</p>	<p>I can always join my writing legibly and write fluently with increasing speed.</p> <p>I can choose which writing tool is appropriate to use for different purposes.</p>

	I can form capital letters and digits 0-9.	spacing to lower case letters.				
2) Applying spelling and phonics	<p>I can use the phonemes and graphemes</p> <p>I know when spelling words. (see Appendix A)</p> <p>I can spell tricky words from phase 2 to 5.</p> <p>I can spell the days of the week.</p> <p>I can spell the Year 1 words correctly.</p> <p>I can add prefixes and suffixes using the spelling rule for –s and –es.</p> <p>I can use the prefix –un. I can use the suffix –ing, -ed and –est where no change is needed for the spelling of the root word.</p>	<p>I can spelling by segmenting spoken words into phonemes and representing these by graphemes.</p> <p>I can spelling by learning new ways of spellings phonemes for which one or more spellings are already known.</p> <p>I can spell homophones and near homophones.</p> <p>I can add suffixes to spell longer words (e.g. -ment, -ness, -ful, -less, -ly) I can spell common exception words correctly.</p> <p>I can learn to spell words with contracted forms.</p> <p>I can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</p>	<p>I can understand the rules for adding prefixes and suffixes.</p> <p>I can spell further homophones and near homophones.</p> <p>I can place the possessive apostrophe accurately (singular) and begin to use it for irregular plurals. E.g. children’s</p> <p>I can spell the Year 3 words correctly. I can begin to use the first two or three letters in a word to check its spelling in a dictionary.</p> <p>I can spell words with the possessive apostrophe,</p>	<p>I can use the first three letters of a word to check the spelling in a dictionary.</p> <p>I can place the possessive apostrophe accurately (singular) and begin to use it for irregular plurals. E.g. children’s</p> <p>I can spell the Year 4 words correctly.</p> <p>I can use the first two or three letters in a word to check its spelling in a dictionary.</p>	<p>I can distinguish between homophones and other words which are often confused.</p> <p>I can use spelling rules to add prefixes and suffixes. I can spell some words with silent letters. (e.g. knight)</p> <p>I can use a dictionary to check meanings and spellings using my knowledge of etymology and morphology.</p> <p>I can use a thesaurus. I can spell the Year 5 words correctly.</p>	<p>I can apply spelling rules across my writing.</p> <p>I can use a dictionary to check meanings and spellings using my knowledge of etymology and morphology.</p> <p>I can spell some words with silent letters. (e.g. knight)</p> <p>I can use a thesaurus. I can spell the Year 6 words correctly</p>
3) Choosing words and developing my vocabulary	<p>I can choose words for events that have happened, are happening now and will happen.</p> <p>I can use words I have heard in books and discussions.</p>	<p>I can learn new words from my reading and listening.</p> <p>I can begin to use these new words in my writing.</p>	<p>I can use adjectives in noun phrases.</p> <p>I can learn and use new words in my writing effectively</p>	<p>I can use synonyms for commonly used words, e.g. said, big.</p> <p>I can use adjectives and adverbs correctly to give description.</p> <p>I can use a dictionary and thesaurus with support. I can</p>	<p>I can confidently use a thesaurus and dictionary to check meanings.</p> <p>I can recognise expanded noun phrases and use them in my writing.</p>	<p>I can use and identify modal verbs and adverbs to show degrees of possibility and explain their effect.</p> <p>I can confidently select and use interesting and appropriate vocabulary for specific genres</p>

				<p>use the present perfect form of verbs correctly.</p> <p>I can choose nouns or pronouns appropriately for clarity and to avoid repetition.</p> <p>I can use a dictionary and thesaurus to develop my vocabulary</p> <p>I can confidently use a thesaurus and dictionary to check meanings.</p> <p>I can recognise expanded noun phrases and use them in my writing.</p> <p>I can recognise and use modal verbs.</p> <p>I can use and identify modal verbs and adverbs to show degrees of possibility and explain their effect.</p> <p>I can confidently select and use interesting and appropriate vocabulary for specific genres.</p> <p>I can begin to use the present perfect form.</p>	<p>I can recognise and use modal verbs.</p> <p>I can recognise and use adverbs to indicate degree of possibility</p> <p>I can recognise and use relative pronouns and relative clauses.</p>	<p>I can confidently recognise and use expanded noun phrases to develop description</p>	
<p>4) Writing sentences and joining clauses</p>	<p>I can write sentences that make sense</p>	<p>I can join two words with and.</p> <p>I can join two sentences with and.</p> <p>I can start to write statements, questions, exclamations and commands.</p>	<p>I can write statements, questions, exclamations and commands.</p> <p>I can use conjunctions in writing for subordination and coordination.</p> <p>I can be consistent writing in the past and present tense, including the progressive form.</p>	<p>I can extend sentences using a wider range of conjunctions, including when, if, because, although.</p> <p>I can begin to use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>I can use a wide range of conjunctions to extend my sentences with more than one clause. I can use fronted adverbials to open my sentences. I can confidently use adverbs and prepositions to express time and cause.</p>	<p>I can link between sentences with adverbials. I can confidently use a range of conjunctions. I can link across paragraphs with adverbials.</p>	<p>I can use a range of conjunctions and adverbials to link and extend ideas.</p>

5) Punctuating sentences	I can use finger spaces in between my words. I can put a full stop at the end of my sentences.	I can consistently use finger spaces between words. I can start sentences with a capital letter and end with a full stop, question mark or exclamation mark. I can use a capital letter for names, places, days of the week and I.	I can consistently use full stops and capital letters. I can use exclamation marks and question marks. I can use commas in a list. I can use apostrophes for singular possession and contraction	I can punctuate sentences consistently and accurately, selecting capital letters, full stops, exclamation marks or question marks. I can use commas in a list. I can punctuate direct speech using inverted commas.	I can use commas after fronted adverbials. I can use commas to separate dialogue from narration. I can correctly use inverted commas to punctuate direct speech. I can begin to use embedded clauses.	I can use commas to make the meaning of my writing clear. I can use commas, dashes or brackets to indicate parenthesis. I can use colons to introduce a list. I can punctuate bullet points consistently	I can use commas to clarify meaning and avoid ambiguity. I can consistently and accurately use brackets, dashes or commas to indicate parenthesis. I can use semi-colons, colons or dashes to mark boundaries between independent clauses. I can punctuate bullet points consistently. I can use hyphens to avoid ambiguity
6) Choosing what to write	I can write for different reasons, e.g. a shopping list, a card or a story	I can write for different purposes including real events, poetry, fiction and non-fiction. I can write using my imagination	I can use my opinion to write about my own experiences. I can use other stories and events to inspire my writing. I can write for different purposes e.g. real events, narrative, poetry	I can choose nouns or pronouns appropriately to avoid repetition. I can write for different purposes and audiences	I can choose the appropriate style of writing. I can begin to change my use of language for different purposes	I can adapt my writing for different purposes and audiences. I can change my use of language for different purposes and audiences.	I can identify the audience and purpose for my writing. I can use similar writing as models for my own writing.
7) Planning and discussing my writing	I can hold ideas in my head. I can say ideas out loud before I write them down.	I can talk about the topic I am going to write about. I can think of a sentence and share it out loud before I write it	I can plan what I am going to write about. I can record my ideas for writing using keywords and new vocabulary. I can say what I want to write, sentence by sentence.	I can understand the features of similar writing to help me plan and draft my own writing. I can plan and draft my writing on a given format. I can independently plan my writing using keywords and phrases	I can discuss writing of a similar genre in order to plan and draft my own writing. I can plan and draft my writing on a range of formats. I can plan my writing using brief notes	I can discuss author's' use of character and plot development to inform my own planning. I can use a range of writing structures to plan and draft my work independently. I can create and use precise notes to inform my writing.	I can use a range of sources to draft and develop my ideas. I can independently select the most appropriate writing structure to plan my work. I can reference notes and summaries from prior work to inform planning

8) Structuring and organising my writing	I can organise my ideas so that I know what to write. I can stick to my ideas while I am writing.	I can write a sequence of sentences to tell a short story. I can use conjunctions to link a sequence of sentences	I can write groups of sentences to develop an idea. I can organise my ideas using key features of a text.	I can structure sentences to create paragraphs. I can structure my paragraphs in a logical order. I can structure my writing using non-fiction features	I can link my ideas within paragraphs. I can link paragraphs using simple adverbials. I can link opening and endings of my work. I can structure a range of writing using non-fiction features.	I can build cohesion between paragraphs using a range of devices. I can use tenses consistently across my writing. I can write using a range of structures	I can write with cohesion across a range of writing. I can use a range of organisational and presentational features suited to the genre to guide the reader. I can summarise longer passages.
9) Giving detail and engaging the reader	I can use new words that I have learnt in my writing.	I can use adjectives in my writing.	I can think about the reader when writing. I can read my writing to others with appropriate expression.	I can select appropriate language to describe characters and settings. I can read aloud my own writing, to a group or whole class, using appropriate intonation.	I can use embedded clauses to give the reader more information. I can use figurative language to describe characters, settings and plo	I can select precise language to describe characters and settings understanding how such choices can change and enhance meaning. I can create tension and suspense using different tools and dialogue to convey character and advance the action.	I can use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I can describe settings, characters and atmosphere by using expanding noun phrases, relative clauses and dialogue to convey character and advance the action. I can ensure my writing maintains the style of the genre
10) Improving and editing my writing	I can talk about my writing. I can read my writing.	I can re-read what I have written to check that it makes sense. I can go back and, with support, put in missing punctuation that has been highlighted. I can discuss what I have written with the teacher. I can read aloud my writing clearly	I can re-read my writing and check for missing punctuation with the support of my peers and teacher. I can begin to make simple additions, revisions and proof read corrections in my work.	I can proof-read my work and others' to ensure it makes sense. I can evaluate and edit my work and begin to suggest improvements.	I can proof-read my work in order to identify spelling and punctuation errors as I write. I can redraft my work by making improvements from feedback and suggestions given.	I can evaluate and edit my work by: Assessing the effectiveness of my own and others writing. Proposing changes to vocabulary grammar and punctuation to	I can evaluate and edit my work 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

		enough to be heard by my peers and teacher.				enhance effects and clarify meaning. Ensuring the consistent and correct use of tense. Ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and using the appropriate register. Proof-reading for spelling and punctuation errors	consistent and correct use of tense. Ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and using the appropriate register. Proof-reading for spelling and punctuation errors
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Y1 Non-Statutory Guidance

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Y2 Non-Statutory Guidance

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Y3/4 Non-Statutory Guidance

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Y5/6 Non-Statutory Guidance

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading