

Writing: Our intent statement

Date: Autumn 2021 and reviewed on an on-going basis

This Curriculum Statement sits alongside similar documents for Reading, Maths, Early Years and Science and foundation subjects.



Writing

Our curriculum intent: overall

Our curriculum intent has three layers:

Layer 1: Our schools' core aim

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school.

(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)

Layer 2: Knowledge and skills

The knowledge and skills we are required to teach are set out in The National Curriculum (Department for Education, 2014). We set these out in a year-group based sequence of learning (age-related expectations). Challenge and fluency are key aspects: we search for purposeful, meaningful opportunities to challenge all pupils, to extend and deepen their learning; and we want our children to be fluent in the skills of writing (through a high emphasis on the 'Must Dos' of writing – handwriting, spelling and basic grammar) whilst developing children's ability to write with confidence and imagination. Through all the processes involving the teaching of writing, we will develop children's skills in many ways: allowing them to write for a range of audiences and purposes; teaching children to plan, draft, revise and edit their writing; broadening their vocabulary; and allowing them to express their ideas through their writing with an awareness of how their grammatical choices impact on the reader.

Layer 3: Attitudes

We deliver the content in ways which achieve four intentions that promote positive attitudes to learning (many of which feature in the National Curriculum Purpose of Study):

enjoyable

We want Sphere Federation schools to be happy and healthy places to learn. The more enjoyable writing is, the more engaged our pupils will be, and the more we will be able to meet the needs of all children in our school community. We want our children to have a positive experience of writing for a range of purposes and to reflect on their learning with confidence and pride.

relevant

The knowledge and skills we set out in our age-related expectations mean our writing curriculum content is relevant for our pupils' present and future lives. Writing experiences that link to other learning, or events in the world, allow children to communicate their ideas in written and spoken form.

inspiring

Through writing for a range of audiences and purposes, we ensure our children are inspired and motivated to write. We provide opportunities for children to write about their current topics, current world events or about whatever they choose – we call these 'free writes'. Teachers have the flexibility to adapt their planning to meet the needs of their class and find ways to engage their children.

creative

The emphasis we place on skills earlier in the primary school years is so that children can become fluent writers, able to apply these skills in a variety of ways and therefore concentrate on creative ideas. Through a range of word, sentence and text level learning, children develop their creativity, expressive language and critical awareness through their writing.

Overview (key points)

Rationale

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

National curriculum in England: English programmes of study (Department for Education, 2013)

The following two pages present an overview of how we implement our writing curriculum.

To meet our curriculum aims, teachers will deliver lessons which are:

- coherently planned, and
- sequenced to ensure cumulatively sufficient **knowledge** and **skills** for future learning

The programmes of study set out in the National Curriculum focus on two dimensions: transcription and composition. We have added a third, speaking and listening, which supports our teaching of English: to be an effective writer is closely linked to being an effective speaker (both involve communicating to others).

transcription

- to be able to spell accurately and quickly, showing a good awareness of some key 'rules'
- to be fluent, neat hand-writers
- to be accurate when writing; to help, we have identified 'must dos' – these are some high-priority aspects of writing

composition

- to write with confidence, clarity and imagination
- to write for a range of purposes and audiences, fiction and non-fiction
- to plan, draft, revise and edit, and sometimes publish their own writing, and to learn how to critically and constructively appraise the writing of themselves and others
- to develop a technical vocabulary through which to understand and discuss their writing
- to develop their creativity, expressive language and critical awareness through their writing

oracy

- to listen and respond appropriately to adults and their peers
- to speak audibly and fluently with increasing command of Standard English when required
- to have a wide vocabulary and use this to articulate ideas expressively
- to articulate and justify answers, arguments and opinions
- to consider and evaluate different viewpoints, listening to and building on the contributions of others

Teaching and learning

The teaching of writing focuses on:

- **word level:** focus on learning new vocabulary and spelling (through explicit teaching of spelling strategies and age-related word lists)
- **sentence level:** focus on grammar, sentence structure and punctuation, taught using an engaging stimulus, such as texts, pictures, videos, current affairs, topics
- **text level:** focus on a particular purpose, audience and outcome
- **reading skills:** being exposed to a range of writing helps us all to be better writers

In a typical writing unit of learning, the shift of Learning Objectives gradually moves from reading (and building up awareness of specific features of the text, plus purpose, organisation and audience) to writing (applying this awareness and practising these features). At times, to allow teachers to focus on a specific aspect of writing (set out in our age-related expectations), teachers may focus on a specific skill for a series of lessons.

Editing is encouraged regularly throughout the process and often has a specific focus at the end.

Teachers use strategies such as modelled, shared and guided writing to develop children's confidence and awareness of effective writing (thereby support fluency and challenge) before they go on to apply skills in independent writing.

Vocabulary

We create a language rich environment for our children. Developing children's vocabulary underpins much of our teaching. In classrooms, teachers use their 'word wall' to note interesting vocabulary for children to use in their spoken and written communication.

Cross-curricular links

Writing is mainly taught in writing lessons. However, many writing opportunities arise in other areas of the curriculum and so apply their writing skills across the curriculum.

Writing, including vocabulary, grammar, punctuation and composition, links to topic learning where appropriate. This supports our intent for writing to be enjoyable, relevant, inspiring and creative. For example, a descriptive piece inspired by some artwork, a persuasive piece about the climate, or a report about an animal.

Revisiting prior learning

We teach writing as part of a spiral curriculum:

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?', R M Harden, 2009

Teachers provide regular opportunities for children to revisit prior learning; this learning could be from the previous lesson, week, term or year. Often, this will take the form of a short, focussed task at the beginning of a lesson. Occasionally, this may be a whole lesson or mini-series of lessons to address any identified gaps in knowledge or skills.

Special educational needs and/or disabilities (SEND)

Sphere Federation schools are inclusive and are committed to meeting the needs of children with SEND in **the most effective way** so that they achieve **the best possible outcomes**:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the Writing curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Challenge and deeper learning

Across all subjects, teachers provide opportunities for challenge and deeper learning. Sometimes, the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils. Often, there is evidence in books of challenge for pupils: for example, teacher feedback which provides an additional task or thought-provoking question; an open-ended activity that promotes reasoning; and 'flipping over' the learning or activity by considering the opposite or reverse (eg by coming up with their own questions or criteria).

(In addition, some content is listed in our age-related expectations in italics - content that is taught earlier than set out in the National Curriculum.)

Long-term plan for writing

On the following page is an overview of different texts that children write each half-term. Teachers refer to these alongside the age-related expectations (page 6 onwards). A minimum of two different texts are covered. For the remainder of the time, children practise skills and often write other pieces, too. In Year 5 and 6, **notes and summaries** are taught as an additional unit of learning at the beginning of the year through reading (researching) and returned to throughout the year as a strategy to learn and remember.

In the table, Cycle A are 'odd years': 2021-22, 2023-24... and Cycle B are 'even': 2022-23, 2024-25... Ideas in brackets are a guide only. Texts in **green** relate to science learning, rather than link to the topics listed.

Long-term plans for Writing

Our long-term plan for writing linked to different text types is set out below. It complements a similar plan for topics.

| half-term | Year 1 and Year 2 | | Year 3 and Year 4 | | Year 5 and Year 6 | |
|------------|--|---|---|--|---|---|
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Autumn 1 | Geography: <i>Where in the world am I?</i> | History: <i>Great Fire of London</i> | Geography: <i>Where in the world am I?</i> | History: <i>Ancient Greece</i> | Geography: <i>Where in the world am I?</i> | History: <i>Stone Age to Iron Age Ancient Egypt</i> |
| Text types | Recount (of fieldwork) | Recount (Great Fire of London) | Recount (of fieldwork) | Discussion (Sparta vs Athenia) | Recount (a <i>Survivors</i> style recount set in a National Park) | Recount (finding an Egyptian tomb) |
| | Narrative | Narrative | Explanation (of the water cycle) | Recount (day in the life of a Greek warrior) | Report (fictional city) <i>Notes and summaries</i> | Narrative (class novel) <i>Notes and summaries</i> |
| Autumn 2 | Art <i>drawing, painting, printing</i> | Art <i>drawing, painting, sculpture</i> | Art <i>painting, collage</i> | Art <i>drawing, digital art</i> | Art <i>painting, sculpture</i> | Art <i>drawing, printing</i> |
| Text types | Report (Da Vinci – Last Supper) | Report (Georges Seurat painting) | Instructions (how to make a dark den) | Promotion (of class art gallery) | Review (of school trip) | Instructions (own printing process) |
| | Narrative | Narrative (monsters inspired by <i>Not Now, Bernard</i>) | Narrative (description inspired by Napaltjarri / Kandinsky) | Poetry (winter poems) | Narrative (sculpture coming to life) | Recount (investigation, including scientific explanation) |
| Spring 1 | History: <i>Shopping</i> | Geography: <i>'The streets around our school'</i> | History: <i>Romans Anglo-Saxons</i> | Geography: <i>Volcanoes and/or earthquakes</i> | History: <i>Vikings Islamic Golden Age</i> | Geography: <i>Climate change</i> |
| Text types | Recount (of class trip) | Persuasion (Taking care of our community) | Recount (Boudicca from Celts' / Romans' point of view) | Recount (of volcanic eruption) | Discussion (Which civilisation was more advanced?) | Persuasion (climate change) |
| | Narrative (Naughty Bus) | Report (Safer Internet Day) | Narrative (Asterix the Gaul) | Report (fictional volcano) | Narrative | Narrative |
| Spring 2 | Computing | Computing | Computing | Computing | Computing | Computing |
| Text types | Persuasion (online safety – online & offline behaviours) | Persuasion (online safety – quality of life) | Persuasion (online safety – online & offline behaviours) | Persuasion (online safety – quality of life) | Instructions (how to make your game) | Promotion (of own game) |
| | Narrative | Recount (Last Wolf) | Report (own game) | Narrative | Narrative | Narrative |
| Summer 1 | Geography: <i>Explorers</i> | History: <i>'Heroes'</i> | Geography: <i>Explorers</i> | History: <i>Leeds over time</i> | Geography: <i>Explorers</i> | History: <i>World War II, and Leeds at war</i> |
| Text types | Report (hot place, cold place) | Report (significant individual) | Report (city in Europe, including tourism) | Report (Leeds West Indian Carnival) | Report (City in Brazil) | News report (The Blitz) |
| | Recount (Where the Wild Things Are) | Narrative | Script | Narrative (Michael Rosen – <i>Chocolate Cake</i>) | Script | Recount (of being evacuated) |
| Summer 2 | Design & Technology <i>textiles</i> | Design & Technology <i>construction</i> | Design & Technology <i>textiles</i> | Design & Technology <i>construction</i> | Design & Technology <i>textiles</i> | Design & Technology <i>construction</i> |
| Text types | Instructions (how to make your puppet) | Instructions (how to make a free-standing structure) | Promotion (own product) | News report (fictional go-kart) | Promotion (own product) | Report (Eggy's car) |
| | Narrative | Narrative | Recount (class novel) | Explanation (how we chew) | Explanation (how an animal has adapted) | Poetry (Haiku: seasons) |

How we evaluate impact

We evaluate the impact of our Writing curriculum in the following ways:

Pupil achievement and progress

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their work in books), supported by moderation in school, across Sphere Federation and externally with other schools and with the local authority; our age-related expectations (set out below) support teacher assessments
- in-year and end of year assessments (for Writing, these are teacher assessments based on our age-related expectations and National Curriculum Teacher Assessment Frameworks for Key Stage 1 and Key Stage 2; for Grammar, Punctuation and Spelling, these are a combination of teacher assessments and external tests, including Key Stage 1 and Key Stage 2 National Curriculum tests – ‘SATS’)



Scrutiny of progress in books and learning conversations with children are additional ways to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our assessment of impact. Whole school areas for development are identified as a result of evaluating the impact of what we do.

Pupil attitudes

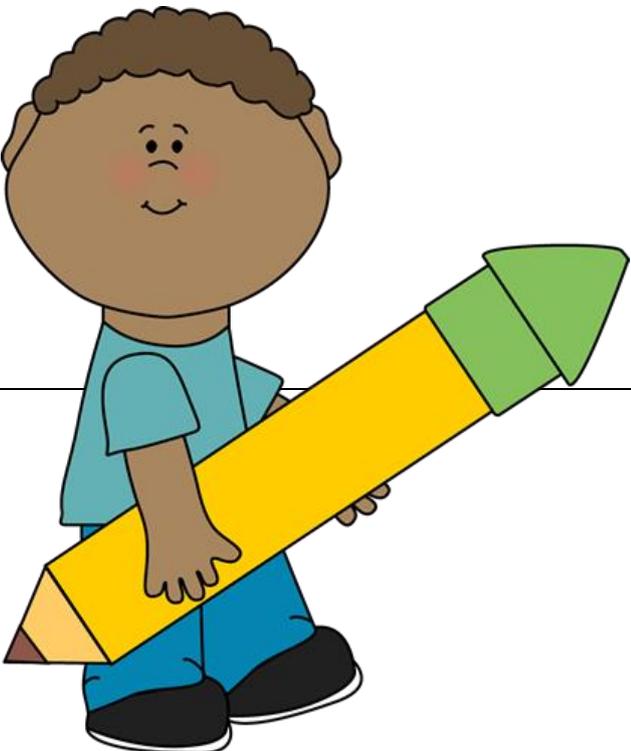
We measure pupil attitudes using a number of strategies, including:

- feedback during learning conversations and in pupil and parent/carer surveys
- attitudes and behaviour in lessons across the curriculum
- the quality of the work they produce, including taking pride in presentation
- attendance and punctuality

To support us in this, we refer back to Layer 3 of our curriculum intent: Attitudes. Children, particularly older children, will be encouraged to reflect on and self-assess their learning in terms of enjoyment, relevance, inspiration and creativity.

Our age-related expectations continue below.

Age-related expectations: Writing in Early Years

| Nursery (expectations for the end of the year) | Reception (expectations for the end of the year) |
|---|--|
| <p>Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</p> | |
| <p>N4 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>N5 Write some or all of their name.</p> <p>N6 Write some letters accurately.</p> | <p>R7 Form lower-case and capital letters correctly.</p> <p>R8 Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>R9 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>R10 Re-read what they have written to check that it makes sense.</p> |
| <p>These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.</p> | |
| <p><i>(Secure the learning set out in Development Matters – no additional or explicit learning.)</i></p>  | <p>Writing: vocabulary and spelling <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i></p> <p>R21+ I can name all the letters of the alphabet in order.</p> <p>R22+ I can write from memory simple captions or sentences dictated by the teacher.</p> <p>R23+ I can learn new words ('wow words'), and begin to use these words in writing, not necessarily spelled correctly.</p> <p>Writing: handwriting</p> <p>R24+ I am beginning to form digits 0-9.</p> <p>R25+ I can sit for a sustained period (eg around ten minutes) in order to write.</p> <p>Writing: editing and improving</p> <p>R26+ I can read the caption or sentence that I've just written (think it, say it, write it, read it).</p> <p>Writing: sentence structure</p> <p>R27+ I can start sentences using capital letters.</p> <p>R28+ I can end sentences using a full stop.</p> <p>R29+ I can use a capital letter for 'I'.</p> <p>R30+ I can use a capital letter to start my name.</p> <p>R31+ I can separate some words using (finger) spaces.</p> <p>R32+ I can combine words to make a caption or sentence.</p> <p>R33+ I can think about the caption or sentence that I'm going to write (think it, say it, write it, read it).</p> <p>Writing: description</p> <p>R34+ I can use adjectives in a caption or simple sentence.</p> <p>Writing: conjunctions</p> <p>R35+ I am beginning to use 'and' to join.</p> |

Age-related expectations: Writing, Year 1

| Ongoing Learning | Cumulative, Mastery Learning |
|---|--|
| <p>Vocabulary and spelling</p> <ol style="list-style-type: none"> 1. I can spell words containing each of the 40+ phonemes already taught (Phase 3). 2. I can spell common exception words. 3. I can spell days of the week. 4. I can name all the letters of the alphabet in order. 5. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 6. I can use letter names to show alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities). 7. I can use the suffix 's' or 'es' for plurals. 8. I can use the suffix 's' or 'es' for third person singular verbs. 9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word eg helping, helped, helper. 10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning. | <p>Sentence Structure – Term 1.1</p> <ol style="list-style-type: none"> 19. I am beginning to start and end sentences using capital letters to start, use a full stop to end, or question mark / exclamation mark. 20. I can use a capital letter for 'I' and for everyday proper nouns. 21. I can separate words using (finger) spaces. 22. I can combine words to make a sentence. 23. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below). 24. I can say what I'm going to write and then compose a sentence orally before writing it. |
| <p>Composition</p> <ol style="list-style-type: none"> 11. I can sequence sentences to form a short recount or narrative. | <p>Description – Term 1.2</p> <p>Suggested sequence within ENPs:</p> <ul style="list-style-type: none"> • nouns • adjectives |
| <p>Handwriting</p> <ol style="list-style-type: none"> 12. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place. 13. I can form capital letters. 14. I can form digits 0-9. 15. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper). | <p>Conjunctions – Term 2.1</p> <ol style="list-style-type: none"> 25. I can use 'and' to join two clauses and words in a list. <p>Suggested sequence:</p> <ul style="list-style-type: none"> • 'and' to join words in a list • 'and' to join two clauses/ideas • 'and' to fix a squashed sentence |
| <p>Editing and improving</p> <ol style="list-style-type: none"> 16. I can re-read what I have written to check that it makes sense (with an adult if needed). 17. I can discuss and read aloud what I have written. 18. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions). |  |
| <p>Grammar in writing</p> <p><i>Grammar and punctuation terminology</i></p> <p>word sentence letter capital letter singular full stop punctuation question mark exclamation mark</p> | |

Age-related expectations: Writing, Year 2

National Curriculum teacher assessment framework – points in bold.

| Ongoing Learning | Cumulative, Mastery Learning |
|---|---|
| <p>Vocabulary and spelling</p> <p>→1. I can segment spoken words into phonemes and record these as graphemes – spelling many correctly (<i>plausible attempts</i>)</p> <p>2. I can spell words with alternative spellings, including a few common homophones and near homophones.</p> <p>→3. I can spell common exception words (<i>many</i>).</p> <p>4. I can spell some contractions.</p> <p>5. I can spell unfamiliar words using alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).</p> <p>6. I can write simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>7. I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</p> <p>8. I can spell longer words using suffixes including 'ment', 'ness', 'ful', 'less'</p> | <p>Sentence Structure – Term 1.1</p> <p>27. I am able to orally rehearse a structured sentence</p> <p>28. I can use sentences with different forms: statement, question, exclamation, command.</p> <p>29. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning).</p> <p>30. I can use commas to separate nouns in a list.</p> <p>31. I can use simple adverbials that relate to time (eg <i>next, now, then</i>) and possibly how (eg <i>quickly, slowly, carefully</i>).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • commas in a list of nouns • adverbial openers with commas |
| <p>Composition</p> <p>→9. I correctly demarcate sentences with capital letters and full stops / ? / ! - <i>greater depth</i></p> <p>→10. I can write for different purposes, including real events and poetry, showing a positive attitude and stamina (<i>simple, clear</i>).</p> <p>11. I am able to orally rehearse sequences of sentences.</p> <p>12. I can plan and discuss the content of writing and record my ideas.</p> <p>→13. I can write (<i>coherent</i>) narratives about personal experiences and those of others, both real and fictional.</p> | <p>Description – Term 1.2</p> <p>32. I can use expanded noun phrases (eg 'the butterfly' = noun phrase, whereas 'the blue butterfly' = expanded noun phrase).</p> <p>33. I can use commas to separate adjectives</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • nouns • adjectives • two adjectives, separated with a comma |
| <p>Handwriting</p> <p>→14. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>15. I am beginning to use some of the diagonal and horizontal strokes needed to join letters.</p> <p>16. I can form lower-case letters of the correct size relative to one another.</p> <p>17. I show that I know which letters may be left un-joined.</p> <p>→18. I use spacing between words that reflects the size of the letters.</p> | <p>Conjunctions – Term 2.1</p> <p>→34. I can use (<i>some</i>) subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and', 'but').</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y1 • 'because' and 'but' to join ideas • 'or' and 'so' • 'when', 'if', 'that' |
| <p>Editing and improving</p> <p>19. I can re-read what I have written to check that it makes sense.</p> <p>20. I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>21. I can evaluate my own writing independently, with friends and with an adult.</p> <p>22. I can read aloud what I've written with appropriate intonation.</p> | <p>Editing and improving – Term 2.2</p> <p>35. I can use apostrophes to show missing letters.</p> <p>36. I can use apostrophes to show singular possession in nouns (embed in spelling learning/tests).</p> <p>← Also specifically focus on LOs15-17.</p> |
| <p>Grammar in writing</p> <p>→23. I consistently use the correct tense: present and past (<i>mostly correctly</i>).</p> <p>24. I can use some features of Standard English eg avoid double negatives, use of 'cos'.</p> <p>25. I can use the progressive forms of verbs in the present and past tense (I am running / I was running).</p> <p>26. I use capital letters for a wider range of proper nouns.</p> <p><i>Grammar and punctuation terminology</i> <i>noun, noun phrase, verb, adjective</i> <i>tense (past, present)</i> <i>suffix</i> <i>apostrophe, comma</i> <i>compound</i> <i>statement, question, exclamation, command</i></p> |  |

Age-related expectations: Writing, Year 3

| Ongoing Learning | Cumulative, Mastery Learning |
|---|---|
| <p>Vocabulary and spelling</p> <p>1. I can spell commonly mis-spelt words, including many of those on the Y3/4 word list.</p> <p>2. I can form nouns using some prefixes eg sub..., auto...</p> <p>3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).</p> <p>4. I can create word families based on root words eg happy, happiness, happier...</p> <p>5. I recognise and spell homophones.</p> <p>6. I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>7. I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>8. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p> | <p>Sentence Structure – Term 1.1</p> <p>20. I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily.</p> <p>21. I can move the position of the adverb/adverbial within the sentence – at the start, in the middle or at the end.</p> <p>22. I can use prepositions eg before, after, during, in, because of, under.</p> <p>23. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y2 learning • identify verbs and adverbs • adverbs after a verb • fronted adverbs • extending adverbs into adverbial phrases • moving adverbial phrases (possibly for HAs) |
| <p>Composition</p> <p>9. I can write a narrative with a setting, characters and plot.</p> <p>10. I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>11. I can use paragraphs around a theme.</p> <p>12. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</p> <p>13. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...')</p> | <p>Description – Term 1.2</p> <p>24. I can use adjectives for impact.</p> <p>25. I am beginning to use descriptive noun phrases for impact.</p> <p>26. I can use prepositions eg before, after, during, in, because of, under.</p> <p>27. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p> <p>28. I can begin to use figurative language (eg similes or personification).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y2 learning • identify nouns and accompanying articles • add an adjective • add more than one adjective (different meanings) with a comma to separate • using prepositions to expand a noun phrase |
| <p>Handwriting</p> <p>14. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies).</p> | <p>Conjunctions – Term 2.1</p> <p>29. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y2 learning • coordinating conjunctions • subordinating conjunctions • subordinate clauses • 'flipping' sentences |
| <p>Editing and improving</p> <p>15. I can proof-read to check for errors in spelling and punctuation.</p> <p>16. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</p> <p>17. I can read aloud what I've written with appropriate intonation, volume and tone.</p> | <p>Editing and improving – Term 2.2</p> <p>30. I can use apostrophes to mark regular plural possession (embed in spelling learning / tests).</p> <p>← Also specifically focus on LOs15-17.</p> |
| <p>Grammar in writing</p> <p>18. I can use 'a' / 'an' correctly eg 'an open box'.</p> <p>19. I can use the present perfect form of verbs instead of the simple past (eg He has gone out. / He went out.)</p> <p><i>Grammar and punctuation terminology</i> <i>pronoun</i> <i>possessive pronoun</i> <i>adverbial</i> <i>determiner</i></p> | <p>Speech – Term 3.1</p> <p>31. I can use inverted commas to punctuate direct speech (not necessarily other speech punctuation).</p> |

Age-related expectations: Writing, Year 4

| Ongoing Learning | Cumulative, Mastery Learning |
|--|--|
| <p>Vocabulary and spelling</p> <p>1. I can spell commonly mis-spelt words, including those on the Y3/4 word list.</p> <p>2. I can form nouns using a range of prefixes eg super..., anti...</p> <p>3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).</p> <p>4. I can create word families based on root words eg 'solve', 'solution', 'solver', 'dissolve', 'insoluble'.</p> <p>5. I can recognise and spell homophones and near-homophones.</p> <p>6. I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way).</p> | <p>Sentence Structure – Term 1.1</p> <p>22. I can use adverbs and adverbials (eg soon, then, next, stealthily, scared and alone).</p> <p>23. I can use commas after fronted adverbials and other openers.</p> <p>24. I can move the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end), with some awareness of the impact of this on the reader.</p> <p>25. I can use prepositions eg before, after, during, in, because of, under.</p> <p>26. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • adverbs • adverbial phrases • adverbial phrases as openers |
| <p>Composition</p> <p>7. I can write a narrative with a setting, characters and plot.</p> <p>8. I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>9. I can use paragraphs around a theme.</p> <p>10. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</p> <p>11. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...')</p> | <p>Description – Term 1.2</p> <p>27. I can use adjectives for impact.</p> <p>28. I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases (eg 'One really hot summer's day,', '(On the coarse sand,', 'The quite cool breeze,' 'The biting cold wind,')</p> <p>29. I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</p> <p>30. I can use some figurative language (eg similes, metaphors, personification).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • adjectives • prepositions • with / that / which (and other relative pronouns) |
| <p>Handwriting</p> <p>12. I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders).</p> <p>13. I understand which letters should be left un-joined.</p> | <p>Conjunctions – Term 2.1</p> <p>31. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap Y2 learning • coordinating conjunctions • subordinating conjunctions • subordinate clauses • 'flipping' sentences |
| <p>Editing and improving</p> <p>14. I can proof-read to check for errors in spelling and punctuation.</p> <p>15. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</p> <p>16. I can read aloud what I've written with appropriate intonation, volume and tone.</p> <p>17. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> | <p>Editing and improving – Term 2.2</p> <p>32. I can use apostrophes to mark regular and irregular plural possession (embed in spelling learning / tests).</p> <p>← Also specifically focus on LOs15-17.</p> |
| <p>Grammar in writing</p> <p>18. I can use 'a' / 'an' correctly eg 'an open box'.</p> <p>19. I can use standard English forms for verb inflections instead of local spoken forms (eg 'We were exhausted', not 'We was exhausted'.</p> <p>20. I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play.</p> <p>21. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p> <p>Grammar and punctuation terminology: word family, conjunction, adverb, preposition direct speech, inverted commas (or 'speech marks') consonant, vowel clause, subordinate clause</p> | <p>Speech – Term 3.1</p> <p>33. I can use inverted commas and other punctuation for direct speech.</p> <p>34. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p>  |

Age-related expectations: Writing, Year 5

| Ongoing Learning | Cumulative, Mastery Learning |
|---|---|
| <p>Vocabulary and spelling</p> <ol style="list-style-type: none"> 1. I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list. 2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). 3. I can form verbs with prefixes. 4. I can use further prefixes and suffixes, understanding the rules for adding them. 5. I can spell some words with silent letters. 6. I can distinguish between homophones and other words which are often confused. 7. I can use knowledge of morphology and etymology to help me spell. 8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. 9. I can use a thesaurus. 10. I understand how words are related by meaning as synonyms and antonyms. | <p>Sentence Structure – Term 1.1</p> <ol style="list-style-type: none"> 27. I can start sentences in different ways, using openers and other ways. 28. I can move the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end) and understand the impact of this on the reader. 29. I can use commas to mark phrases and clauses. 30. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun. 31. I can use brackets, dashes or commas to indicate parenthesis. <p>Sequence of learning:</p> <ul style="list-style-type: none"> • fronted adverbials with commas (recap Y3/4) • recap of conjunctions learnt so far • introduce relative clause, moving it in the sentence • introduce punctuation for parenthesis and the effect of the choice |
| <p>Composition</p> <ol style="list-style-type: none"> 11. I can write for a specific audience and purpose. 12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work. 13. I can plan and develop ideas, using reading / research where necessary. 14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. 15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. 16. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’ ‘Firstly,’) and between sentences (‘although’). 17. I can summarise a paragraph. 18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg ‘The owl...’, ‘It...’, ‘This impressive creature...’) | <p>Description – Term 1.2</p> <ol style="list-style-type: none"> 32. I can use expanded noun phrases to interest the reader. 33. I can describe settings, characters and atmosphere (mood) when writing narrative. 34. I can experiment with vocabulary for effect. 35. I can use grammar for effect. 36. I can use a range of figurative language. <p>Sequence of learning:</p> <ul style="list-style-type: none"> • recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) • settings described using Y3/4 techniques • integrating character description • creating atmosphere  |
| <p>Handwriting</p> <ol style="list-style-type: none"> 19. I have legible, fluent, appropriately joined handwriting with increasing speed. 20. I can choose the style of handwriting to use when given a choice. 21. I can choose the handwriting implement that is best suited for a specific task. | <p>Colons, semi-colons and dashes – Term 2.1</p> <ol style="list-style-type: none"> 37. I can use a semi-colon within lists. 38. I am beginning to use dashes to mark boundaries between independent clauses. |
| <p>Editing and improving</p> <ol style="list-style-type: none"> 22. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning. 23. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement. | <p>Speech – Term 2.2</p> <ol style="list-style-type: none"> 39. I can integrate dialogue to convey characters. 40. I can distinguish language of speech (eg colloquial) and writing (Standard English). 41. I can recognise vocabulary and structures that are appropriate for formal speech and writing. <p>Sequence of learning:</p> <ul style="list-style-type: none"> • punctuating speech (from Y3/4) • using speech to convey character (colloquial) |
| <p>Grammar in writing</p> <ol style="list-style-type: none"> 24. I can use verb phrases eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). 25. I can recognise passive verbs. 26. I can use bullet points to list information and punctuate consistently. <p><i>Grammar and punctuation terminology</i> pronoun, possessive pronoun, adverbial, determiner</p> | <p>Editing and Improving – Term 3.1</p> <p>← Focus on LO22 and 23.</p> |

Age-related expectations: Writing, Year 6

National Curriculum teacher assessment framework – points in bold.

| Ongoing Learning | Cumulative, Mastery Learning |
|---|--|
| <p>Vocabulary and spelling</p> <p>→1. I can spell commonly mis-spelt words, and most of those from the Y5/6 word list.</p> <p>2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify).</p> <p>3. I can form verbs with prefixes.</p> <p>4. I can use further prefixes and suffixes, understanding the rules for adding them.</p> <p>5. I can spell some words with silent letters.</p> <p>6. I can distinguish between homophones and other words which are often confused.</p> <p>7. I use knowledge of morphology and etymology to help me spell.</p> <p>→8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>9. I can use a thesaurus.</p> <p>10. I understand how words are related by meaning as synonyms and antonyms.</p> | <p>Sentence Structure – Term 1.1</p> <p>31. I can start sentences in different ways.</p> <p>32. I can manipulate sentences by moving the position of the adverb/adverbial within the sentence (at the start, in the middle and at the end) for a specific, intended impact of this on the reader.</p> <p>33. I can use commas to mark phrases and clauses.</p> <p>34. I can use relative clauses with 'which', 'who', 'where', 'when', 'that', 'whose', possibly with an implied (ie omitted) relative pronoun.</p> <p>→Use the range of punctuation taught at KS2 mostly correctly:</p> <p>35. I can use brackets, dashes or commas to indicate parenthesis.</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> fronted adverbials with commas (recap Y3/4) recap of conjunctions learnt so far introduce relative clause, moving it in the sentence introduce punctuation for parenthesis and the effect of the choice. |
| <p>Composition</p> <p>→11. I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>12. I can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer's viewpoint, considering another author's work.</p> <p>13. I can plan and develop ideas, using reading / research if necessary.</p> <p>14. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text.</p> <p>15. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables.</p> <p>→16. I can build cohesion within and across paragraphs (eg by using adverbials / connectives such as 'After that,', 'Firstly,') and between sentences ('although').</p> <p>17. I can summarise a paragraph.</p> <p>→18. I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (eg 'The owl...', 'It...', 'This impressive creature...')</p> <p>19. I plan and develop ideas, using reading / research as needed.</p> | <p>Description – Term 1.2</p> <p>36. I can use expanded noun phrases to interest the reader.</p> <p>→37. I can describe settings, characters and atmosphere (mood) when writing narrative.</p> <p>38. I can experiment with vocabulary for effect.</p> <p>39. I can use grammar for effect.</p> <p>→Use the range of punctuation taught at KS2 mostly correctly:</p> <p>40. I can use a hyphen to avoid ambiguity eg I saw a man-eating shark.</p> <p>41. I can use a wider range of figurative language (eg similes, metaphors, personification).</p> <p>Sequence of learning:</p> <ul style="list-style-type: none"> recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4) settings described using Y3/4 techniques integrating character description creating atmosphere |
| <p>Handwriting</p> <p>→20. I have legible, fluent, appropriately joined handwriting with increasing speed.</p> <p>21. I can choose the style of handwriting to use when given a choice.</p> <p>22. I can choose the handwriting implement that is best suited for a specific task.</p> | <p>Colons, semi-colons and dashes – Term 2.1</p> <p>→Use the range of punctuation taught at KS2 mostly correctly:</p> <p>42. I can use a colon to introduce a list.</p> <p>43. I can use a semi-colon within lists.</p> <p>44. I can use dashes to mark boundaries of independent clauses.</p> <p>45. I can use semi-colons to separate clauses.</p> |
| <p>Editing and improving</p> <p>23. I can assess and edit to improve my writing or another's (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.</p> <p>24. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.</p> | <p>Speech – Term 2.1</p> <p>→46 I can integrate dialogue to convey character and advance action.</p> <p>47. I can distinguish language of speech (eg colloquial) and writing (Standard English).</p> <p>→48. I can select vocabulary and grammatical structures that reflect what the writing requires (eg contracted forms in dialogues, passive and modal verbs, formal language).</p> <p>Sequence of learning:</p> <p>→Use the range of punctuation taught at KS2 mostly correctly:</p> <ul style="list-style-type: none"> punctuating speech (from Y3/4) using speech to convey character (colloquial) and advance action |
| <p>Grammar in writing</p> <p>→25. I can use verb tenses consistently and correctly throughout my writing</p> <p>26. I use verb phrases (eg to indicate possibility), using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).</p> <p>27. I can recognise passive verbs.</p> <p>28. I can use bullet points and punctuate consistently.</p> <p>29. I can recognise vocabulary and structures that are appropriate for formal speech and writing eg 'find out' / 'discover'; 'ask for' / 'request' (and begin to use these).</p> <p>30. I can distinguish language of speech (eg colloquial) and writing (Standard English), using formal and informal speech and structures appropriately (eg subjunctive forms ['If I were...'] and question tags).</p> <p><i>Grammar and punctuation terminology</i> pronoun, possessive pronoun, adverbial, determiner</p> | <p>Teacher Assessment Framework</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed. |

Age-related expectations: Writing, Year 6

Writing requirements from KS2 Teacher Assessment Framework

| Working towards Year 6 expectations | | | | | |
|---|--|--|--|--|--|
| Transcription and handwriting | | | | | |
| 1. I can spell most words from Y3,4 list correctly. | | | | | |
| 2. I can spell some words from Y5,6 list correctly. | | | | | |
| 3. I can write legibly. | | | | | |
| Vocabulary, grammar and punctuation | | | | | |
| 4. I can, in narratives, describe character and setting. | | | | | |
| 5. I can use capital letters and full stops correctly. | | | | | |
| 6. I can use question marks and exclamation marks. | | | | | |
| 7. I can use commas for lists and apostrophes for contraction. | | | | | |
| Composition | | | | | |
| 8. I can write for a range of purposes. | | | | | |
| 9. I can use paragraphs to organise ideas. | | | | | |
| 10. I can, in non-narratives, use strategies to structure writing (<i>headings, subheadings, bullet points etc...</i>). | | | | | |
| Working at Year 6 expectations | | | | | |
| Transcription and handwriting | | | | | |
| 1. I can spell most Y5,6 words correctly. | | | | | |
| 2. I can use a dictionary to check uncommon spelling. | | | | | |
| 3. I can write with legible and fluent handwriting. | | | | | |
| Vocabulary, grammar and punctuation | | | | | |
| 4. I can, in narratives, describe setting, character and create atmosphere (<i>ENPs and ambitious vocab</i>). | | | | | |
| 5. I can select vocab and grammar that reflect what the writing requires (<i>contractions for dialogue, modal verbs to suggest possibility and passive verbs</i>). | | | | | |
| 6. I can use verb tense consistently and correctly throughout | | | | | |
| 7. I can use a wide range of clause structures. (NB: not in assessment framework, but important) | | | | | |
| 8. I can use KS2 punctuation mostly correctly: <i>brackets () commas ,, and dashes - - for parenthesis colons : semi colons ; dashes - and hyphens - inverted commas and commas for clarity.</i> | | | | | |
| Composition | | | | | |
| 9. I can write effectively for a range of purposes and audience selecting language that shows awareness of the reader. | | | | | |
| 10. I can integrate dialogue to convey character and advance action. | | | | | |
| 11. I can use cohesive devices across sentences (<i>conjunctions, pronouns, synonyms</i>). | | | | | |
| 12. I can use cohesive devices across paragraphs (<i>adverbials of time and place</i>). | | | | | |
| Exceeding Year 6 expectations | | | | | |
| 13. I can write effectively for a range of purposes and audiences, drawing on models. | | | | | |
| 14. I can distinguish between dialogue and narrative. | | | | | |
| 15. I can confidently and consciously manipulate grammar and vocab for formality. | | | | | |
| 16. I can use the full range of punctuation (<i> ; ; - “ ” ‘ () -</i>) | | | | | |