

# Writing at Chesterton Primary School

Writing Curriculum Phase Expectations

Achieving age-related expectations in Writing

## WRITING - RECEPTION

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>Engage in mark making in their play</li> <li>Use their own illustrations or props to retell a story</li> <li>Play with rhyming words, alliteration and hears and says some letter sounds</li> <li>Use groups of letter-like shapes when writing</li> <li>Ascribe meaning to the marks they make</li> <li>Segment cvc words and uses appropriate letters to represent sound in their writing</li> <li><b>Spell words containing each of the 40+ phonemes already taught</b></li> <li>Spell common exception words <b>that have been taught</b></li> <li><b>Name the letters of the alphabet in order</b></li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Use cross lateral movement</li> <li>Use one-handed equipment with control</li> </ul> <p><i>Use textures within the provision e.g. dough gym, finger gym, loose parts, tinkering table</i></p> <p><i>Employ gross motor stretches in PE, climbing trees outside and having the opportunity to use tweezers, threading and butter toast at snack</i></p> <ul style="list-style-type: none"> <li><b>Use precision to control and manipulate small equipment</b></li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li><b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li> </ul>	<ul style="list-style-type: none"> <li>Mark making shows variation in shape and form</li> <li>Write some letters from own name</li> <li>Use groups of letters or letter-like shapes when writing</li> </ul> <p><i>Variety of writing resources, paper, lined paper, themed paper, paint brushes and water, chalk, glitter tray</i></p> <p><i>In phonics, correct formation of phonemes using large scale movements</i></p> <ul style="list-style-type: none"> <li>Write for different purposes</li> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li><b>Use simple word choice that help to convey information and ideas, e.g. story or topic related vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions without visual clues</li> <li>Listen to others and stories in small groups</li> <li>Anticipate key events and phrases in rhymes and stories</li> </ul> <p><i>Guided reading, predicting the ending and what is going to happen next</i></p> <p><i>Daily stories and communication</i></p> <ul style="list-style-type: none"> <li>Is able to express themselves using extended language utilising connectives or added detail</li> <li><b>Show an awareness that ideas can be organised into a sequence</b></li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions about themselves</li> <li>Begin to understand 'how' and 'why' questions</li> </ul> <p><i>Orally</i></p> <ul style="list-style-type: none"> <li>Use past, present and past tenses appropriately in speech</li> <li>Use talk correctly to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Compose a sentence orally before writing it</li> <li><b>Write a simple sentence starting with a personal pronoun</b></li> <li><b>Write a simple sentence starting with a noun/proper noun</b></li> </ul>	<ul style="list-style-type: none"> <li>Knows that print carries meaning and how to handle books</li> <li>Recognises some letters from their own name</li> </ul> <p><i>Guided reading, names when dismissing at lunchtime</i></p> <p><i>Talking about title, author and blurb in reading sessions</i></p> <p><i>Name cards for self-registration, in writing area, pegs</i></p> <ul style="list-style-type: none"> <li>Recognise a full stop and capital letter</li> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun 'I'</li> <li><b>Begin to punctuate sentences using a capital letter and a full stop</b></li> <li>Join words using 'and'</li> </ul>

## WRITING – Year 1

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>• <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></li> <li>• <b>Spell words containing each of the 40+ phonemes already taught</b></li> <li>• Spell common exception words <b>that have been taught</b></li> <li>• <b>Name the letters of the alphabet in order</b></li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Spell the days of the week</li> <li>• Can use the prefix un–</li> <li>• Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li> <li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Use –ing and –ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>• Form digits 0-9</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• <b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>• Form capital letters</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li> <li>• Begin to join 2 or more letters using the cursive style.</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Understand how words combine to make a sentence e.g. <b>use determiners such as the , an, a, my, your, this, that, his, her, some, lots of</b></li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Join clauses using <b>'and'</b> <b>'because'</b></li> <li>• Use simple prepositions (<b>inside, outside, towards, across, under</b>)</li> <li>• Read aloud their writing clearly enough to be heard by their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness that ideas can be organised into a sequence.</li> <li>• Sequence sentences to form short narratives (<i>opening, problem, solution</i>) (<b>once upon a time, suddenly, finally</b>)</li> <li>• Begin to independently organise ideas using number and when adverbials. (<b>Then, next, finally, soon, first, now,, immediately, afterwards</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• begin to use rhyme and rhythm in poems</li> <li>• Compose a sentence orally before writing it.</li> <li>• Compose simple sentences independently</li> <li>• Compose compound sentences using <b>'and'</b> to join clauses</li> <li>• Begin to form complex sentences using <b>'because'</b> to add detail.</li> <li>• <b>Begin to use expanded noun phrases</b> using adjectives e.g. the <b>huge</b> elephant</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Use capital letter for name</li> <li>• Use capital letter for the personal pronoun 'I'</li> <li>• Begin to punctuate sentences using a capital letter and a full stop</li> <li>• Begin to punctuate sentences using a question mark</li> <li>• Use simple noun phrases</li> <li>• Use a capital letter for days of the week</li> <li>• Begin to punctuate sentences using an exclamation mark</li> <li>• Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>

# Writing at Chesterton Primary School

## Writing Curriculum Phase Expectations

### Achieving age-related expectations in Writing

#### WRITING – Year 2

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>Spell common exception words <b>taught so far</b></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes to spell longer words, including -ly</li> <li>Add suffixes to spell longer words -ment, -ness</li> <li>Spell common homophones and distinguish between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</li> <li>Spell more words with contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> <li>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>When planning, write down ideas and/or key words, including new vocabulary</li> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>Re-read to check that writing makes sense</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher</li> <li>Join clauses using <i>or</i>, <i>and</i>, <i>but</i></li> <li>Re-read to check that writing makes sense focusing on verb tense.</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li><b>5 parts</b> – opening (<b>one ... morning, in a land ...</b> ), build up (<b>later that day</b>), problem (<b>to his/her amazement</b>), solution (<b>as soon as</b>), ending (<b>luckily, fortunately</b>)</li> <li>Compose sentences using when adverbs and adverbial phrases. (<b>Eventually, meanwhile, the next day, after a while, a moment later, when it was all over</b>)</li> <li>Use simple <i>how adverbs</i> to compose sentences. (<b>usually, sometimes, normally, carefully, slowly</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Write a range of writing for different purposes e.g. poetry and real events.</li> <li>(<b>ontamotopia - splashing, stomping, creaking, dripping and alliteration</b>)</li> <li>Compose compound sentences using <b>'and'</b> to join two independent clauses.</li> <li>Begin to use similes using <b>'as' like'</b> in different writing forms to add detail.</li> <li>Compose compound sentences using <b>'but' 'or'</b> to join clauses.</li> <li>Begin to form complex sentences using <b>'if' 'until'</b> to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></li> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>Use coordinating conjunctions (<i>or/and/but</i>)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use commas to separate items in a list</li> <li>Use subordinating conjunctions (<i>when/ if /that /because</i>)</li> <li>Use the suffixes <i>-er, -est, in adjectives</i></li> <li>Use the present and past tenses correctly and consistently</li> <li>Use <i>-ly</i> to turn adjectives into adverbs – <i>slow/ slowly</i></li> <li>Use the progressive form correctly and consistently e.g. he was shouting.</li> <li>Use progressive form of verbs in present and past tense to marks in progress. E.g. she is drumming</li> <li>Use apostrophes to mark singular possession in nouns</li> <li>Form nouns using suffixes <i>-ness, -er</i> and by compounding e.g. whiteboard, superman</li> <li>Use apostrophes to mark where letters are missing in spelling</li> </ul>

# Writing at Chesterton Primary School

## Writing Curriculum Phase Expectations

### Achieving age-related expectations in Writing

#### WRITING – Year 3

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Form nouns using prefixes e.g. super, anti, auto</li> <li>Spell further homophones and understand their meanings</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>When planning, discuss and record ideas</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Writing is clear in purpose</li> <li>In narratives, creates settings, characters and plot</li> <li>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li> <li>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</li> </ul>	<ul style="list-style-type: none"> <li>Organise writing into logical chunks and write a coherent series of linked sentences for each</li> <li>Select nouns and pronouns to provide clarity for the reader</li> <li>Use simple organisational devices, e.g. headings and subheadings</li> <li>Organise paragraphs around a theme</li> <li>Vary nouns and pronouns to avoid repetition</li> <li>Uses varied nouns and pronouns for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write an increasing range of sentence structures (simple and compound)</li> <li>Use some variation in sentence types (statement/ command/ question/ exclamation)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> <li>Use conjunctions to express time, place and cause</li> <li>Use adverbs and prepositions to express time, place and cause</li> <li>Know when to use 'a' and 'an'</li> <li>Proof-read for spelling and punctuation errors</li> <li>Use irregular simple past-tense verbs e.g. awake / awoke</li> <li>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Use fronted adverbials followed by a comma.</li> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</li> </ul>

# Writing at Chesterton Primary School

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## WRITING – Year 4

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Plural nouns of words ending in 'o'.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting</li> <li>Can correctly join letters in accordance with the school's agreed style</li> <li>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas</li> <li>Use a varied and rich vocabulary</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>In narratives, create settings, characters and plot</li> <li>Writing is clear in purpose</li> <li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</li> <li>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</li> <li>Use figurative language such as similes, alliteration to build a picture in the readers head</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Non-narrative material uses simple organisational devices</li> <li>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</li> <li>Openings and closings are clearly signalled and well developed</li> <li>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue)</li> <li>Use an increasing range of sentence length and structure</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i></li> <li>Understand the difference between plural and possessive –s</li> <li>Proof-read for spelling and punctuation errors</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Standard English forms for verb inflections instead of local spoken forms</li> <li>Use fronted adverbials followed by a comma</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i></li> </ul>

# Writing at Chesterton Primary School

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## WRITING – Year 5

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>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</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> <li>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-'</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li><b>Identify audience for, and purpose of, the writing</b></li> <li><b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li><b>In narratives, describe settings, characters and atmosphere</b></li> <li><b>Choose the appropriate register for the audience and purpose (formal or informal)</b></li> <li><b>Viewpoint is established and generally maintained</b></li> <li><b>Use figurative language such as similes, alliteration, metaphors and personification in poetry</b></li> <li><b>Editing sentences by either expanding or reducing for meaning and effect</b></li> <li><b>Content is balanced e.g. between action/ description/ dialogue, fact and comment</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</b></li> <li><b>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</b></li> <li>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> <li><b>Use a wide range of devices to build cohesion within paragraphs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Make deliberate choices of sentence length and structure for impact on the reader</b></li> <li><b>Fronted prepositional phrases for greater effect (<i>Throughout the stormy winter ...Far beneath the frozen soil ...</i>)</b></li> <li><b>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</b></li> <li><b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Proof-read for spelling and punctuation errors</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li><b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li><b>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</b></li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li><b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> <li><b>Ensure the consistent and correct use of tense throughout a piece of writing</b></li> <li>Use a colon to introduce a list</li> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></li> </ul>



# Writing at Chesterton Primary School

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## WRITING – Year 6

Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>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</li> <li><b>Use dictionaries to check the spelling and meaning of words</b></li> <li>Use a thesaurus</li> <li>Recognise how words are related by meaning as synonyms and antonyms</li> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li><b>Identify the audience for and purpose of the writing</b></li> <li><b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li><b>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</b></li> <li><b>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</b></li> <li><b>In narratives, describe settings, characters and atmosphere</b></li> <li>Integrate dialogue to convey character and advance the action</li> <li><b>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</b></li> <li><b>Selects verb forms for meaning and effect e.g. deliberate change of tense</b></li> <li><b>Manage shifts in levels of formality within a text</b></li> <li><b>Select synonyms accurately for effect rather than as an alternative for an original word</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</b></li> <li>Draft and write by using a wide range of devices to build cohesion within paragraphs</li> <li>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<b>tense choice/ adverbials</b>) and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> <li><b>Use the passive to affect the presentation of information in a sentence</b> e.g. <i>I broke the window in the greenhouse / the window in the greenhouse was broken</i></li> <li>Use the structures typical of informal speech e.g. the use of question tags: <i>He's your friend, isn't he?</i></li> <li>Use the structures appropriate for formal speech and writing e.g. <b>subjunctive</b> forms such as <i>If I were or Were they to come</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Proof-read for spelling and punctuation errors</b></li> <li><b>Ensure the consistent and correct use of tense throughout a piece of writing</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Use correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li><b>Use a colon to introduce a list</b></li> <li>Use a semi colon within lists</li> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use hyphens to avoid ambiguity</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li><b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> <li><b>Punctuate bullet points consistently</b></li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i></li> </ul>



# Writing at Chesterton Primary School

Writing Curriculum Phase Expectations  
**Achieving age-related expectations in Writing**

