



	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan their writing by	<p>A DM: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>A NC: planning or saying out loud what they are going to write about</p> <p>B NC: writing down ideas and/or key words, including new vocabulary</p> <p>C NC: encapsulating what they want to say, sentence by sentence</p>	<p>A NC: planning or saying out loud what they are going to write about</p> <p>B NC: writing down ideas and/or key words, including new vocabulary</p> <p>C NC: encapsulating what they want to say, sentence by sentence</p>	<p>A NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>B NC: discussing and recording ideas</p>	<p>A NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>B NC: discussing and recording ideas</p>	<p>A NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>B NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>C NC: précising longer passages</p> <p>D NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>E NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>A NC: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>B NC: noting and developing initial ideas, drawing on reading and research where necessary</p> <p>C NC: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>

Draft their writing by		<p>A NC: composing a sentence orally before writing it</p> <p>B NC: sequencing sentences to form short narratives</p>	<p>A NC: writing narratives about personal experiences and those of others (real and fictional)</p> <p>B NC: writing about real events</p> <p>C NC: writing poetry</p> <p>D NC: writing for different purposes</p>	<p>A NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>B NC: organising paragraphs around a theme</p> <p>C NC: in narratives, creating settings, characters and plot</p> <p>D NC: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>A NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>B NC: organising paragraphs around a theme</p> <p>C NC: in narratives, creating settings, characters and plot</p> <p>D NC: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>A NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>B NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>C NC: précising longer passages</p> <p>D NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>E NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>A NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>B NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>C NC: précising longer passages</p> <p>D NC: using a wide range of devices to build cohesion within and across paragraphs</p> <p>E NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>
Evaluate and edit by	A DM: Re-read what they have written to check that it makes sense	A NC: re-reading what they have written to check that it makes sense	A NC: evaluating their writing with the teacher and other pupils	A NC: assessing the effectiveness of their own and others' writing and suggesting improvements	A NC: assessing the effectiveness of their own and others' writing and suggesting improvements	A NC: assessing the effectiveness of their own and others' writing B NC: proposing changes to	A NC: assessing the effectiveness of their own and others' writing B NC: proposing changes to

		<p>B NC: discuss what they have written with the teacher or other pupils</p> <p>C NC: read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>B NC: rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>C NC: proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>D NC: read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>B NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>C NC: proofread for spelling and punctuation errors</p> <p>D NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>B NC: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>C NC: proofread for spelling and punctuation errors</p> <p>D NC: read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>C NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>D: NC ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>E: NC proofread for spelling and punctuation errors</p> <p>F: NC perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>C NC: ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>D NC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>E NC: proofread for spelling and punctuation errors</p> <p>F NC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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