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| Writing composition: Planning, Editing, Purpose and Audience |
| EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| NurseryTo begin to developtheir ownnarratives andexplanations byconnecting ideas orevents.To write simplesentences whichcan be read bythemselves andothers.Reception | To say out loud whatthey are going towrite about.To compose asentence orallybefore writing it.To sequencesentences to formshort narratives. Usea story map. Use 5-part story planopening, build up,problem, resolution, ending. (Beg, middle, ending)To discuss what theyhave written with theteacher or otherpupils.To reread theirwriting to check thatit makes sense and toindependently beginto make changes.To read their writingaloud clearly enoughto be heard by theirpeers and theteacher.To use adjectives to describe. | To write about personalexperiences and those ofothers (real and fictional).To write about real events.To plan what they aregoing to write about,including writing downideas and/or key wordsand new vocabulary. Usestory maps and mountainsand ‘boxing up’ text.To encapsulate what they want to say, sentence by sentence.To make simple additions,revisions and correctionsto their own writing byevaluating their writingwith the teacher and otherpupils.To reread to check thattheir writing makes senseand that the correct tenseis used throughout.To proofread to check forerrors in spelling,grammar and punctuation- e.g to check own basic punctation. | To begin to use ideasfrom their own readingand modelled examplesto plan their writing.Use story mountains,maps and ‘boxing up’ oftexts.To proofread their ownand others’ work tocheck for errors (withincreasing accuracy) andto make improvements.To begin to organisetheir writing intoparagraphs around atheme.To compose andrehearsesentences orally(including dialogue).especially in the focused Shakespeare term.  | To compose andrehearse sentencesorally (includingdialogue), progressivelybuilding a varied and richvocabulary and anincreasing range ofsentence structures.To consistently organisetheir writing intoparagraphs around atheme to add cohesionand to aid the reader.Use story mountains,maps and ‘boxing up’ oftexts.To proofreadconsistently and amendtheir own and others’writing, correcting errorsin grammar, punctuationand spelling and addingnouns/ pronouns forcohesion. | To plan their writing byidentifying the audiencefor and purpose of thewriting, selecting theappropriate form andusing other similar writingas models for their own.To consider, whenplanning narratives, howauthors have developedcharacters and settings inwhat pupils have read,listened to or seen orperformed themselves. (Shakespeare term)To proof read work tosummarise longer passages byremoving unnecessaryrepetition or irrelevantdetails.To consistently link ideasacross paragraphs. Toproofread their work toassess the effectiveness oftheir own and others’writing and to makenecessary corrections andimprovements. | To note down anddevelop initial ideas,drawing on reading andresearch wherenecessary.To explore language through drama in the Shakespeare term. To use furtherorganisational andpresentational devicesto structure text and toguide the reader (e.g.headings, bullet points,underlining).To use a wide range ofdevices to buildcohesion within andacross paragraphs.To habitually proofreadfor spelling andpunctuation errors.To propose changes tovocabulary, grammarand punctuation toenhance effects andclarify meaning.To recognise how wordsare related by meaningas synonyms andantonyms and to use this knowledge to make improvements to their writing.  |
| To begin to develop |
| their own |
| narratives and |
| explanations by |
| connecting ideas or |
| events. |
| To write simple |
| sentences which |
| can be read by |
| themselves and |
| others. Some |
| words are spelt |
| correctly and |  |
| others are phonetically plausible.  |
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| ***EY*** | ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| **Nursery**To expressthemselveseffectively, showingawareness oflisteners’ needs.To inventnarratives withpeers and teachers.**Reception**To express theirideas and feelingsabout theirexperiences usingfull sentences, withmodelling andsupport from theirteacher.To invent, adaptand recountnarratives withpeers and theirteachers. | To use a number ofsimple features ofdifferent text typesand to make relevantchoices about subjectmatter andappropriatevocabulary choices.To start to engagereaders by usingadjectives todescribe. | To write for differentpurposes with anawareness of an increasedamount of fiction and non-fiction structures.To use new vocabularyfrom their reading, theirdiscussions about it (one-to-one and as a wholeclass) and from their widerexperiences.To read aloud what theyhave written withappropriate intonation tomake the meaning clear. | To demonstrate anincreasing understandingof purpose and audienceby discussing writingsimilar to that whichthey are planning towrite in order tounderstand and learnfrom its structure,vocabulary andgrammar.To begin to use thestructure of a widerrange of text types(including the use ofsimple layout devices innon-fiction).To make deliberateambitious word choicesto add detail.To begin to createsettings, characters andplot in narratives. | To write a range ofnarratives and non-fiction pieces using aconsistent andappropriate structure(including genre-specificlayout devices).To write a range ofnarratives that are well-structured and well-paced.To create detailedsettings, characters andplot in narrativesto engage the readerand to add atmosphere.To begin to read aloudtheir own writing, to agroup or the wholeclass, using appropriateintonation and to controlthe tone and volume sothat the meaning isclear, especially in the Shakespeare term.  | To consistently producesustained and accuratewriting from differentnarrative and non-fictiongenres with appropriatestructure, organisationand layout devices for arange of audiences andpurposes.To describe settings,characters andatmosphere withcarefully- chosenvocabulary to enhancemood, clarify meaning andcreate pace.To regularly use dialogueto convey a character andto advance the action.To perform their owncompositions confidentlyusing appropriateintonation, volume andmovement so thatmeaning is clear. | To write effectively for arange of purposes andaudiences, selecting theappropriate form anddrawing independentlyon what they have readas models for their ownwriting (includingliterary language,characterisation,structure, etc.).To distinguish betweenthe language of speechand writing and tochoose the appropriatelevel of formality.To select vocabularyand grammaticalstructures that reflectwhat the writingrequires (e.g. usingcontracted forms indialogues in narrative;using passive verbs toaffect how informationis presented; usingmodal verbs to suggestdegrees of possibility). |
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| Grammar and Punctuation |
| EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Nursery**To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.To write simple words or phrases that can be read by others. | To use simple sentence structures.To explore language and vocabulary in stories and the environment, and begin to use them accurately. | To use the present tense and the past tense mostly correctly and consistently.To form sentences with different forms: statement, question, exclamation, command.To use some features of written Standard English. | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.To use ‘a’ or ‘an’ correctly throughout a piece of writing. | To always maintain an accurate tense throughout a piece of writing.To always use Standard English verb inflections accurately, e.g. ‘we were’. | To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. |
| **Reception** |  |  |  |  |  |  |
| To use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. |  |  |  |  |  |  |
| To make use of conjunctions, with modelling and support from their teacher. |  |  |  |  |  |  |
| To begin to use morecomplex sentences to link thoughts when speaking | To use the joining word (conjunction)‘and’ to link ideas and | To using co-ordination (or/and/but). | To use subordinate clauses,extending the range of sentences with more than | To use subordinateclauses, extending the range of sentences with | To use a wide range of linkingwords/phrases between sentences and paragraphs to | To use the subjunctive form in formal writing. |

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| (e.g. using ‘and’ and ‘because’). | sentences. To begin to form simple compo | To use some subordination (when/if/ that/because). | one clause by using a wider range of conjunctions, | more than one clause by using a wider range of | build cohesion, including time adverbials (e.g. later), place | To use the perfect form of verbs to mark relationships |
|  | und sentences. | To use expanded nounphrases to describe and specify (e.g. the blue | including; when, if, because, and although. | conjunctions, which are sometimes in variedpositions within sentences. | adverbials (e.g. nearby) and number (e.g. secondly). | of time and cause.To use the passive voice. |
|  |  | butterfly). | To use a range of |  | To use relative clauses |  |
|  |  |  | conjunctions, adverbs and | To expand noun phrases | beginning with a relative | To use question tags in |
|  |  |  | prepositions to show time,place and cause. | with the addition ofambitious modifying | pronoun with confidence(who, which, where, when, | informal writing. |
|  |  |  |  | adjectives and | whose, that and omitted |  |
|  |  |  |  | prepositional phrases, e.g.the heroic soldier with an unbreakable spirit. | relative pronouns), e.g. Professor Scriffle, who was afamous inventor, had made a |  |
|  |  |  |  |  | new discovery. |  |
|  |  |  |  | To consistently choosenouns or pronouns |  |  |
|  |  |  |  | appropriately to aid |  |  |
|  |  |  |  | cohesion and avoidrepetition, e.g. he, she, |  |  |
|  |  |  |  | they, it. |  |  |
|  | To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.To use finger spaces.To use full stops to end sentences. To begin to use question marks and exclamation marks. | To use the full range of punctuation taught at key stage 1 mostly correctly including:* capital letters, full stops, question marks and exclamation marks;
* commas to separate lists; apostrophes to mark singular possession and contractions.
 | To use the full range of punctuation from previous year groups.To punctuate direct speech accurately, including the use of inverted commas. | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.To consistently use apostrophes for singular and plural possession. | To use commas consistently to clarify meaning or to avoid ambiguity.To use brackets, dashes or commas to indicate parenthesis. | To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |