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| Writing composition: Planning, Editing, Purpose and Audience | | | | | | |
| EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Nursery  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.  Reception | To say out loud what  they are going to  write about.  To compose a  sentence orally  before writing it.  To sequence  sentences to form  short narratives. Use  a story map. Use 5-  part story plan  opening, build up,  problem, resolution, ending. (Beg, middle, ending)  To discuss what they  have written with the  teacher or other  pupils.  To reread their  writing to check that  it makes sense and to  independently begin  to make changes.  To read their writing  aloud clearly enough  to be heard by their  peers and the  teacher.  To use adjectives to describe. | To write about personal  experiences and those of  others (real and fictional).  To write about real events.  To plan what they are  going to write about,  including writing down  ideas and/or key words  and new vocabulary. Use  story maps and mountains  and ‘boxing up’ text.  To encapsulate what they want to say, sentence by sentence.  To make simple additions,  revisions and corrections  to their own writing by  evaluating their writing  with the teacher and other  pupils.  To reread to check that  their writing makes sense  and that the correct tense  is used throughout.  To proofread to check for  errors in spelling,  grammar and punctuation- e.g to check own basic punctation. | To begin to use ideas  from their own reading  and modelled examples  to plan their writing.  Use story mountains,  maps and ‘boxing up’ of  texts.  To proofread their own  and others’ work to  check for errors (with  increasing accuracy) and  to make improvements.  To begin to organise  their writing into  paragraphs around a  theme.  To compose and  rehearse  sentences orally  (including dialogue).  especially in the focused Shakespeare term. | To compose and  rehearse sentences  orally (including  dialogue), progressively  building a varied and rich  vocabulary and an  increasing range of  sentence structures.  To consistently organise  their writing into  paragraphs around a  theme to add cohesion  and to aid the reader.  Use story mountains,  maps and ‘boxing up’ of  texts.  To proofread  consistently and amend  their own and others’  writing, correcting errors  in grammar, punctuation  and spelling and adding  nouns/ pronouns for  cohesion. | To plan their writing by  identifying the audience  for and purpose of the  writing, selecting the  appropriate form and  using other similar writing  as models for their own.  To consider, when  planning narratives, how  authors have developed  characters and settings in  what pupils have read,  listened to or seen or  performed themselves. (Shakespeare term)  To proof read work to  summarise longer passages by  removing unnecessary  repetition or irrelevant  details.  To consistently link ideas  across paragraphs. To  proofread their work to  assess the effectiveness of  their own and others’  writing and to make  necessary corrections and  improvements. | To note down and  develop initial ideas,  drawing on reading and  research where  necessary.  To explore language through drama in the Shakespeare term.  To use further  organisational and  presentational devices  to structure text and to  guide the reader (e.g.  headings, bullet points,  underlining).  To use a wide range of  devices to build  cohesion within and  across paragraphs.  To habitually proofread  for spelling and  punctuation errors.  To propose changes to  vocabulary, grammar  and punctuation to  enhance effects and  clarify meaning.  To recognise how words  are related by meaning  as synonyms and  antonyms 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 express  themselves  effectively, showing  awareness of  listeners’ needs.  To invent  narratives with  peers and teachers.  **Reception**  To express their  ideas and feelings  about their  experiences using  full sentences, with  modelling and  support from their  teacher.  To invent, adapt  and recount  narratives with  peers and their  teachers. | To use a number of  simple features of  different text types  and to make relevant  choices about subject  matter and  appropriate  vocabulary choices.  To start to engage  readers by using  adjectives to  describe. | To write for different  purposes with an  awareness of an increased  amount of fiction and non-  fiction structures.  To use new vocabulary  from their reading, their  discussions about it (one-  to-one and as a whole  class) and from their wider  experiences.  To read aloud what they  have written with  appropriate intonation to  make the meaning clear. | To demonstrate an  increasing understanding  of purpose and audience  by discussing writing  similar to that which  they are planning to  write in order to  understand and learn  from its structure,  vocabulary and  grammar.  To begin to use the  structure of a wider  range of text types  (including the use of  simple layout devices in  non-fiction).  To make deliberate  ambitious word choices  to add detail.  To begin to create  settings, characters and  plot in narratives. | To write a range of  narratives and non-  fiction pieces using a  consistent and  appropriate structure  (including genre-specific  layout devices).  To write a range of  narratives that are well-  structured and well-  paced.  To create detailed  settings, characters and  plot in narratives  to engage the reader  and to add atmosphere.  To begin to read aloud  their own writing, to a  group or the whole  class, using appropriate  intonation and to control  the tone and volume so  that the meaning is  clear, especially in the Shakespeare term. | To consistently produce  sustained and accurate  writing from different  narrative and non-fiction  genres with appropriate  structure, organisation  and layout devices for a  range of audiences and  purposes.  To describe settings,  characters and  atmosphere with  carefully- chosen  vocabulary to enhance  mood, clarify meaning and  create pace.  To regularly use dialogue  to convey a character and  to advance the action.  To perform their own  compositions confidently  using appropriate  intonation, volume and  movement so that  meaning is clear. | To write effectively for a  range of purposes and  audiences, selecting the  appropriate form and  drawing independently  on what they have read  as models for their own  writing (including  literary language,  characterisation,  structure, etc.).  To distinguish between  the language of speech  and writing and to  choose the appropriate  level of formality.  To select vocabulary  and grammatical  structures that reflect  what the writing  requires (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). |
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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 more  complex 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 subordinate  clauses, extending the range of sentences with | To use a wide range of linking  words/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 noun  phrases to describe and specify (e.g. the blue | including; when, if, because, and although. | conjunctions, which are sometimes in varied  positions 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 of  ambitious 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 a  famous inventor, had made a |  |
|  |  |  |  |  | new discovery. |  |
|  |  |  |  | To consistently choose  nouns or pronouns |  |  |
|  |  |  |  | appropriately to aid |  |  |
|  |  |  |  | cohesion and avoid  repetition, 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. |