

# Writing

## Our curriculum guide: Writing

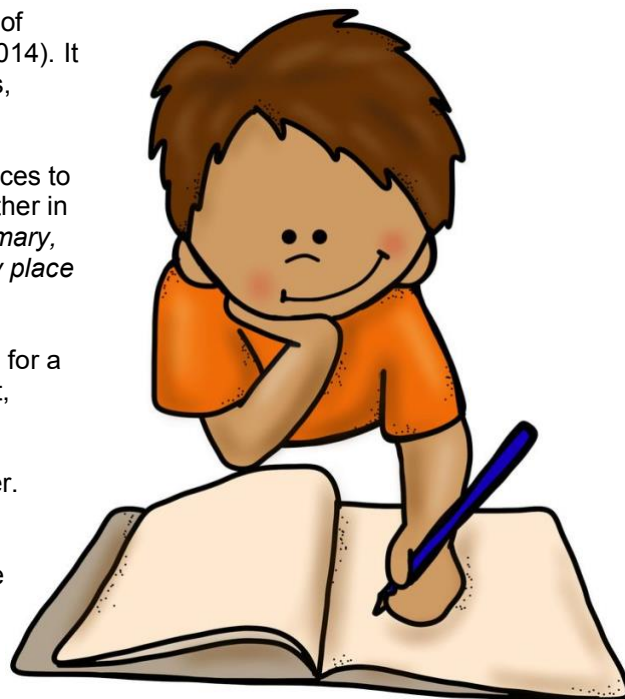
**Date:** September 2023 and reviewed on an on-going basis

### Introduction

This Curriculum Guide relates to Writing, part of the core subject of English in The National Curriculum (Department for Education, 2014). It sits alongside similar documents for Early Years, Reading, Maths, Science, Topics and others.

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'.)*

We 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. The knowledge and skills we are required to teach are set out in the National Curriculum. We set these out in a year-group based sequence of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.



### Curriculum structure

The programmes of study set out in the National Curriculum focus on two dimensions: transcription and composition. We've 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	composition
<ul style="list-style-type: none"> <li>to be able to spell accurately and quickly, showing a good awareness of some key 'rules'</li> <li>to be fluent, neat hand-writers</li> <li>to be accurate when writing; to help, we have identified 'must dos' – these are some high-priority aspects of writing</li> </ul>	<ul style="list-style-type: none"> <li>to write with confidence, clarity and imagination</li> <li>to write for a range of purposes and audiences, fiction and non-fiction</li> <li>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</li> <li>to develop a technical vocabulary through which to understand and discuss their writing</li> <li>to develop their creativity, expressive language and critical awareness through their writing</li> </ul>
oracy	
<ul style="list-style-type: none"> <li>to listen and respond appropriately to adults and their peers</li> <li>to speak audibly and fluently with increasing command of Standard English when required</li> <li>to have a wide vocabulary and use this to articulate ideas expressively</li> <li>to articulate and justify answers, arguments and opinions</li> <li>to consider and evaluate different viewpoints, listening to and building on the contributions of others</li> </ul>	

Another way to consider the Writing curriculum is in terms of levels:

- **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; being exposed to a range of texts helps us all to be better writers

## Key elements

Our long-term plans (from page 4) present an overview of different texts that children write each half-term. A minimum of two different texts are covered. For the remainder of the time, children practise skills and often write other pieces.

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). Editing is encouraged regularly throughout the process and often has a specific focus at the end. At times, to allow teachers to focus on a specific aspect of writing (set out in our age-related expectations), teachers focus on a specific skill for a series of lessons.

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.

The following are some of the key elements of our Writing curriculum which support this process.

### Phonics

We believe that all our children can become fluent writers. We teach reading through Little Wandle Letters and Sounds Revised, a systematic, synthetic phonics programme. We start teaching phonics in Early Years. Children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in Writing sessions and across the curriculum.

### Oracy

*'Reading and writing float on a sea of talk'* (James Britton).

Speaking is equivalent to writing (communicating outwards) and listening is equivalent to reading ('receiving' communications from others). We know that developing effective oracy skills is a critical tool in becoming an effective learner. It allows children to confidently articulate their feelings and thoughts and is as much an important tool in life as it is in education. In lessons across the curriculum, teachers provide opportunities for talk. Through our long-term plan, our oracy curriculum is sequenced to allow children to consolidate and then build upon their existing oracy skills.

### 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.

### Handwriting

Practice of this important skill is extensive and centred around pupils receiving high quality, effective feedback. Until phase 5 phonics learning (typically towards the end of Year 1), children print each letter; this reduces the cognitive burden, allowing them to focus on the learning of phonics and basic writing. Once children are secure in their phase 5 phonics learning, we begin to teach them to join up their letters and there begins an expectation to join up most letters.

### Cross-curricular links

Writing is mainly taught in writing lessons. However, many opportunities arise in other areas of the curriculum for children to use and apply their writing skills, including vocabulary, grammar, punctuation and composition. See our long-term plans for examples.

### 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 to revisit prior learning; this learning could be from the previous lesson, week, term or year. This is often based on teacher assessment – revisiting a writing skill which the class need. For example, this could 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.

## Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

All three schools in Sphere Federation 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.

Similarly, teachers provide opportunities for challenge and deeper learning. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes reasoning. However, often 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. (In addition, some content is listed in our age-related expectations in italics – this content is taught earlier than set out in the National Curriculum.)

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned writing task to meet children's questions, needs and interests more closely.

## Monitoring and evaluating

We continually review the Writing curriculum, evaluating its impact on children's learning over time.

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

- on-going teacher assessments (with close reference to our age-related expectations, set out below), based on questioning in class, observations and pupil outcomes (which includes their work in books); teacher assessments are supported by moderation in school, across Sphere Federation and externally with other schools and with the local authority
- 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 evaluation of impact.

We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent/carers surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the work pupils produce, including taking pride in presentation.

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.

# Long-term plans for Writing: Years 1 and 2

## Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Collage</i>	
Text type	Non-fiction: recount	Fiction: narrative	Non-fiction: instructions	Fiction: narrative
Context	During this topic, children go on a fieldwork experience. They use this as a stimulus to write a recount about their experience.	Children read 'Hermelin: the detective mouse'. Using this as a stimulus, children write a character description, a setting description or a part of the story.	This piece of writing links to the design technology: food learning that children complete this half-term. They write the instructions for how to make a banana sandwich.	In Reading, children read 'Not Now Bernard'. Using this as a stimulus, they write character descriptions of monsters inspired by the book.
Audience	adults at home	peers	someone who has never made a banana sandwich	peers
Purpose	to narrate to re-tell events and describe what's happened	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

	Spring 1		Spring 2	
Topics	History: <i>Shopping (changes within living memory)</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: recount	Fiction: narrative	Fiction: persuasion	Fiction
Context	Children write a recount of a shopping experience they've had.	Children read the 'Naughty Bus'. Using this as a stimulus, children create their own 'Naughty' toy. They might be encouraged to bring a toy in from home.	Children read 'Chicken Clicking'. Using this as a stimulus, children write a persuasive letter (or email) to the main character persuading them to be safer online.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	peers	adults at home	Chicken Clicking	
Purpose	to narrate to re-tell events and describe what's happened	to describe, to narrate to interest and entertain by telling stories	to persuade to persuade the audience to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	Non-fiction: report	Fiction: narrative	Non-fiction: instructions	Fiction
Context	Children write a report about a place they have learnt about, or know about: Leeds or Nairobi.	Children read the 'Where the Wild Things Are'. Using this as a stimulus, children write a short narrative.	Linked to their DT learning, children write a set of instructions for how they made their puppet. It's helpful to take pictures of the children at each stage of making their puppets to act as a memory trigger.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	their adults	children in another school	someone who has never made a fabric puppet	
Purpose	to inform to give information / describe the way things are	to describe, to narrate to interest and entertain by telling stories	to inform, to narrate to tell the reader how to do something	to describe, to narrate to interest and entertain by telling stories
Formality				

# Long-term plans for Writing: Years 1 and 2

## Cycle B

	Autumn 1		Autumn 2	
Topics	History: <i>Great Fire of London</i>		Art: <i>Drawing, Painting, Sculpture</i>	
Text type	Non-fiction: report	Fiction	Non-fiction: report	Fiction
Context	Children write a report about 'The Great Fire of London'. This could be a report about different aspects of the fire. Or, a short piece of writing about one aspect in particular.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	Children write about one of Georges Seurat's pieces. They may also choose to write some information of Georges Seurat himself.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	their adults		older children in school	
Purpose	<b>to inform</b> to give information / describe the way things are	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform</b> to give information / describe the way things are	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality				

	Spring 1		Spring 2	
Topics	Geography: <i>'The streets around our school'</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: persuasion	Fiction	Non-fiction: recount	Fiction
Context	Children write about a local (or particularly relevant) issue. For example, persuading people not to litter, to park responsibly, to drive at the speed limit etc.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	This piece of writing links to the design technology: food learning that children complete this half-term. They write a recount about making the overnight oats.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	local community		their adults	
Purpose	<b>to persuade</b> to persuade the audience to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to narrate</b> to re-tell events and describe what's happened	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality				

	Summer 1		Summer 2	
Topics	History: <i>Heroes</i>		Design & Technology: <i>Textiles</i>	
Text type	Non-fiction: persuasion	Fiction	Non-fiction: instructions	Fiction
Context	Children learn about Leanora Cohen. This writing is an opportunity for them to apply this learning by writing a speech as though they are Leanora Cohen convincing people that women should be treated fairly – as an oracy opportunity, children perform the speech to their peers.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	Linked to their DT learning, children write a set of instructions for how they made a free-standing structure. It's helpful to take pictures of the children at each stage of making their structures to act as a memory trigger.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	adults		their adults	
Purpose	<b>to persuade</b> to persuade the audience to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform, to narrate</b> to tell the reader how to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality				



# Long-term plans for Writing: Years 3 and 4

## Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Collage</i>	
Text type	Fiction: <b>journalistic writing</b>	Fiction: <b>narrative</b>	Non-fiction: <b>review</b>	Fiction
Context	Children respond to a traditional tale to write journalistically about the events. This is a familiar tale that is 'twisted' in some way. For example, the Three Little Pigs framed the Wolf.	As a class novel, children read 'Podkin One Ear'. They write a character description of the main character: Podkin.	In art lessons, children learn about Martha McDonald Napaltjarri and Wassily Kandinsky. They apply their knowledge by writing a review about a piece, or a collection of pieces, from one of these artists.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	adults	similarly-aged children who have not read the book	an art enthusiast	
Purpose	<b>to narrate, to inform</b> to tell the news	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform</b> to present an opinion	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	

	Spring 1		Spring 2	
Topics	History: <i>Romans, Anglo-Saxons</i>		Computing: <i>Programming</i>	
Text type	Non-fiction: <b>discussion</b>	Fiction: <b>recount</b>	Non-fiction: <b>report</b>	Fiction
Context	Was Boudicca a hero or a villain? Children learn about the Iceni tribe's resistance to the Roman invasion. They apply this knowledge in this piece of writing.	Linking to their history learning, children write about a fictional invasion. They characterise themselves as a Celt whose tribe is being attacked.	In Computing, children have used Scratch. This report allows them to show their knowledge of the platform in writing. They don't just write about the history of Scratch. They focus on its features, too.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	older children with an enthusiasm for history	their peers	people who are new to Scratch and looking to find out more information	
Purpose	<b>to inform</b> to think about different sides of an argument, and possibly reach a decision (ie conclusion)	<b>to narrate</b> to re-tell events and describe what's happened	<b>to inform</b> to give information / describe the way things are	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	Non-fiction: <b>promotion</b>	Fiction: <b>recount</b>	Non-fiction: <b>instructions</b>	Fiction
Context	Children learn about York and Venice. In this piece, they've been tasked by Tourism York or Tourism Venice to create a promotional web article to entice tourists to their city.	Children read 'The Miraculous Journey of Edward Tulane' as their class novel. In this piece, they imagine they are Edward Tulane and write a letter to Abilene (his owner) recounting some of the events he's been up to – these are taken from the book or made-up.	In DT, children use textiles to create functional product. This piece of writing allows them to show their knowledge of the process.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	potential tourists	Abilene	people who have purchased their 'make-it-at-home' product	
Purpose	<b>to persuade</b> to persuade / sell / promote a product. Could be seen as 'a report that is biased and wants to sell'	<b>to narrate</b> to re-tell events and describe what's happened	<b>to inform, to narrate</b> to tell the reader how to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	informal	formal	formal	

# Long-term plans for Writing: Years 3 and 4

## Cycle B

	Autumn 1		Autumn 2	
Topics	History: Ancient Greece		Art: Drawing, Digital art	
Text type	Non-fiction: discussion	Fiction: narrative	Non-fiction: instructions	Fiction
Context	Children learn about the two main city states in Ancient Greece: Athenia and Sparta. Children receive an email from Mr Wilks explaining that only one city state can be taught from now on. They write a speech in which they show the value of each city state to allow others to decide.	Children respond to <a href="#">this video</a> . They write as though they are a soldier returning to Athenia from war. They describe pulling into the harbour and seeing their city state again. They've been tasked by the creators of the video to write the best description.	In their art learning, children create digital art using an iPad. In this piece, they write a set of instructions for how to take an image and turn it into a piece of digital art.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	their peers	the content creators	another child with no experience creating digital art	
Purpose	<b>to inform</b> to think about different sides of an argument, and possibly reach a decision (ie conclusion)	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform, to narrate</b> to tell the reader how to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	informal	

	Spring 1		Spring 2	
Topics	Geography: Volcanoes and / or Earthquakes		Computing: Programming	
Text type	Non-fiction: report	Fiction: recount	Non-fiction: persuasion	Fiction
Context	In Geography, children learn about the famous of eruption of Mt Vesuvius. In this piece, they create a report about the volcano to show their geographical (and historical) knowledge.	Many people around the world are unable to imagine witnessing a volcanic eruption. In this piece, children write a fictional recount about seeing, and fleeing, a volcanic eruption.	Throughout the year, and more specifically in this topic, children learn about staying safe online. In this piece, they write a speech to their peers convincing them of the need to stay safe online.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	adults at home	children who want to know what seeing and fleeing a volcanic eruption would be like	their peers	
Purpose	<b>to inform</b> to give information / describe the way things are	<b>to narrate</b> to re-tell events and describe what's happened	<b>to persuade</b> to persuade the audience to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	

	Summer 1		Summer 2	
Topics	History: Leeds over Time		Design & Technology: Construction	
Text type	Non-fiction: journalistic writing	Fiction: narrative	Non-fiction: review	Fiction
Context	In History, children learn about Leeds West Indian Carnival. In this piece, they apply this knowledge. They've been tasked by the Yorkshire Post to write a piece for their website about the carnival – what it's like and its history.	In Reading, children study Michael Rosen's poem: Chocolate Cake. Inspired by the poem, children write a full narrative about sneaking through school to the staffroom to steal an item of food.	In Design and Technology (food), children will experience making scones. Once finished, they will taste and review them. This piece is the review of their scones for a food magazine.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	adults with limited knowledge of the carnival	their peers	food lovers	
Purpose	<b>to narrate, to inform</b> to tell the news	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform</b> to present an opinion	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	

# Long-term plans for Writing: Years 5 and 6

## Cycle A

	Autumn 1		Autumn 2	
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>		Art: <i>Painting, Sculpture</i>	
	In Autumn 1, children are also taught to make notes and write summaries.			
Text type	<b>Non-fiction: journalistic writing</b>	<b>Fiction: narrative</b>	<b>Non-fiction: review</b>	<b>Fiction: narrative</b>
Context	Children read 'Survivors' as their class novel. They choose their favourite chapter and imagine it has just happened. They write journalistically about the events.	Children watch and respond to <a href="#">this video – Eye of the Storm</a> . Using this as a stimulus, they write a character and / or setting description.	As part of their art learning, children visit Yorkshire Sculpture Park (YSP). After the visit, they write a review about the park.	Again, linked to their trip, children write a short narrative in which a sculpture comes to life.
Audience	adults	their peers	potential visitors	their peers
Purpose	<b>to narrate, to inform</b> to tell the news	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform</b> to present an opinion	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	informal

	Spring 1		Spring 2	
Topics	History: <i>Vikings, Islamic Golden Age</i>		Computing: <i>Programming</i>	
Text type	<b>Non-fiction: discussion</b>	<b>Fiction: recount</b>	<b>Fiction: promotion</b>	<b>Fiction: narrative</b>
Context	Children apply their history knowledge by discussing an important question: Why was the Islamic Golden Age more advanced?	As a class novel, children read Tony Bradman's 'Viking Boy'. In this piece, they write a witness statement as Gunnar explaining to the other chiefs what happened on the day that Skulli and the Wolf Men invaded their tribe and killed his father.	In computing, children use Scratch to create their own game. In this piece, they promote the sale of their game in the form of a web article.	Children watch and respond to <a href="#">this video – Francis</a> . Using this as a stimulus, they write a narrative with a scary / spooky mood.
Audience	people with an interest in history	the chiefs	children who enjoy gaming	adults who like scary stories
Purpose	<b>to inform</b> to think about different sides of an argument, and possibly reach a decision (ie conclusion)	<b>to narrate</b> to re-tell events and describe what's happened	<b>to persuade</b> to persuade / sell / promote a product. Could be seen as 'a report that is biased and wants to sell'	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	informal	informal

	Summer 1		Summer 2	
Topics	Geography: <i>Explorers</i>		Design & Technology: <i>Textiles</i>	
Text type	<b>Non-fiction: report</b>	<b>Fiction</b>	<b>Non-fiction: instructions</b>	<b>Fiction: journalistic writing</b>
Context	In Geography, children learn about the Amazon Rainforest. They apply their knowledge in this piece of writing.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.	This piece of writing links to the design technology: food learning that children complete this half-term. They write a set of instructions on how to make a tomato-based sauce.	Linking with RSE learning, children read 'And Tango Makes Three'. They imagine they've been tasked by First News to cover the story. They write a piece for the digital edition of First News based on the book.
Audience	people with an interest in geography but do not know about the Amazon Rainforest		A peer who does not know how to make a tomato-based sauce	Year 6 children
Purpose	<b>to inform</b> to give information / describe the way things are	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform, to narrate</b> to tell the reader how to do something	<b>to narrate, to inform</b> to tell the news
Formality	formal		informal	formal



# Long-term plans for Writing: Years 5 and 6

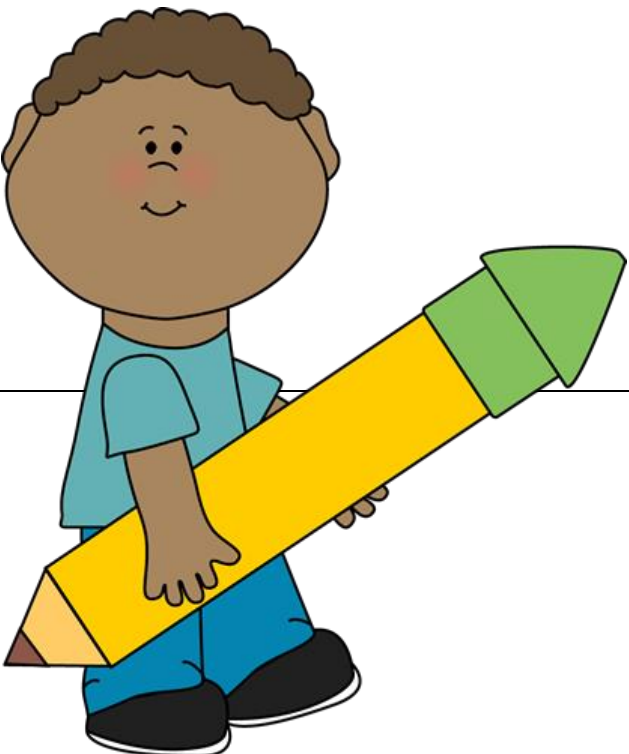
## Cycle B

	Autumn 1		Autumn 2	
Topics	History: <i>Stone Age to Iron Age, Ancient Egypt</i>		Art: <i>Drawing, Printing</i>	
	In Autumn 1, children are also taught to make notes and write summaries.			
Text type	<b>Non-fiction: discussion</b>	<b>Fiction: recount</b>	<b>Non-fiction: report</b>	<b>Fiction</b>
Context	In History, children learn about Howard Carter and his discovery of Tutankhamun's tomb. In this piece, they apply their knowledge by discussing an age-old question – Howard Carter: tomb raider or archaeological hero?	In this piece, children write as though they are an archaeologist discovering a highly-valuable tomb.	In their Art learning, children learn about printing. They apply this knowledge by writing a report about printing: the movement, the process, famous pieces.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	Y6 children who know nothing of Howard Carter	their peers	People with no knowledge of printing	
Purpose	<b>to inform</b> to think about different sides of an argument, and possibly reach a decision (ie conclusion)	<b>to narrate</b> to re-tell events and describe what's happened	<b>to inform</b> to give information / describe the way things are	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	


	Spring 1		Spring 2	
Topics	Geography: <i>Climate Change</i>		Computing: <i>Programming</i>	
Text type	<b>Non-fiction: persuasion</b>	<b>Fiction: narrative</b>	<b>Non-fiction: instructions</b>	<b>Fiction</b>
Context	In Geography, children learn about climate change. In this piece, they write an email to their local councillor persuading them to act about a specific climate related issue.	Children watch and respond to <a href="#">this video – Ruckus</a> . Using this as a stimulus, they write a narrative that incorporates dialogue to convey character and / or advance the action.	Throughout the year, and more specifically in this topic, children learn about staying safe online. In this piece, they write a 'How to survive being online' guide for next year's Year 6s.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	local councillor	their peers	year 6s next year	
Purpose	<b>to persuade</b> to persuade the audience to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories	<b>to inform, to narrate</b> to tell the reader how to do something	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	informal	

	Summer 1		Summer 2	
Topics	History: <i>World War II, and Leeds at War</i>		Design & Technology: <i>Construction</i>	
Text type	<b>Non-fiction: journalistic writing</b>	<b>Fiction: recount</b>	<b>Non-fiction: review</b>	<b>Fiction</b>
Context	In History, children learn about The Blitz and its devastating consequences. In this piece, they apply this knowledge by writing journalistically about a bombing – imagining they're there at the time.	Again, in History, children learn about evacuees. They imagine they are an evacuee who has just arrived at the new home. They write a letter to a loved on explaining what's happened and how they are.	In Design and Technology, children experience making a car to keep a soft-boiled egg safe when testing. In this piece, they review their final product.	Teachers use this opportunity to respond to something (in the school community, wider community, world or in literature) to produce an engaging stimulus for writing.
Audience	adults	their loved ones	food lovers	
Purpose	<b>to narrate, to inform</b> to tell the news	<b>to narrate</b> to re-tell events and describe what's happened	<b>to inform</b> to present an opinion	<b>to describe, to narrate</b> to interest and entertain by telling stories
Formality	formal	informal	formal	

# Age-related expectations: Writing in Early Years

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

# Age-related expectations: Writing, Year 1

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and spelling</b> <ol style="list-style-type: none"> <li>1. I can spell words containing each of the 40+ phonemes already taught (Phase 3).</li> <li>2. I can spell common exception words.</li> <li>3. I can spell days of the week.</li> <li>4. I can name all the letters of the alphabet in order.</li> <li>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.</li> <li>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).</li> <li>7. I can use the suffix 's' or 'es' for plurals.</li> <li>8. I can use the suffix 's' or 'es' for third person singular verbs.</li> <li>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.</li> <li>10. I know how the prefix 'un' can be added to verbs and adjectives to change meaning.</li> </ol>	<b>Sentence Structure – Term 1.1</b> <ol style="list-style-type: none"> <li>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.</li> <li>20. I can use a capital letter for 'I' and for everyday proper nouns.</li> <li>21. I can separate words using (finger) spaces.</li> <li>22. I can combine words to make a sentence.</li> <li>23. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below).</li> <li>24. I can say what I'm going to write and then compose a sentence orally before writing it.</li> </ol>
<b>Composition</b> <ol style="list-style-type: none"> <li>11. I can sequence sentences to form a short recount or narrative.</li> </ol>	<b>Description – Term 1.2</b> <p><b>Suggested sequence within ENPs:</b></p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• adjectives</li> </ul>
<b>Handwriting</b> <ol style="list-style-type: none"> <li>12. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>13. I can form capital letters.</li> <li>14. I can form digits 0-9.</li> <li>15. I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper).</li> </ol>	<b>Conjunctions – Term 2.1</b> <ol style="list-style-type: none"> <li>25. I can use 'and' to join two clauses and words in a list.</li> </ol> <p><b>Suggested sequence:</b></p> <ul style="list-style-type: none"> <li>• 'and' to join words in a list</li> <li>• 'and' to join two clauses/ideas</li> <li>• 'and' to fix a squashed sentence</li> </ul>
<b>Editing and improving</b> <ol style="list-style-type: none"> <li>16. I can re-read what I have written to check that it makes sense (with an adult if needed).</li> <li>17. I can discuss and read aloud what I have written.</li> <li>18. I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions).</li> </ol>	
<b>Grammar and punctuation</b> <p>word class</p> <p>noun</p> <p>verb (teach as the infinitive: to cry, to run)</p> <p>adjective</p> <p>conjunction (minimum: <i>and</i> plus see Y2)</p> <p>sentence</p> <p>tenses: past, present</p> <p>question mark</p> <p>exclamation mark</p> <p>capital letter (for <i>I</i> and proper nouns)</p>	

# Age-related expectations: Writing, Year 2

National Curriculum teacher assessment framework – points in bold.

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and spelling</b>	<b>Sentence Structure – Term 1.1</b>
<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>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 adverbs that relate to time (eg next, now, then) and how (eg quickly, slowly, carefully).</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>commas in a list of nouns</li> <li>adverbial openers with commas</li> </ul>
<b>Composition</b>	<b>Description – Term 1.2</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>nouns</li> <li>adjectives</li> <li>two adjectives, separated with a comma</li> </ul>
<b>Handwriting</b>	<b>Conjunctions – Term 2.1</b>
<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>➔34. I can use (<i>some</i>) subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and', 'but').</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>recap Y1</li> <li>'because' and 'but' to join ideas</li> <li>'or' and 'so'</li> <li>'when', 'if', 'that'</li> </ul>
<b>Editing and improving</b>	<b>Editing and improving – Term 2.2</b>
<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>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>
<b>Grammar in writing</b>	
<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>	
<b>Grammar and punctuation</b>	
<p>noun phrase (inc expanded)</p> <p>adverb</p> <p>conjunction (<i>and, or, but; when, if, that, because</i>)</p> <p>statement, question, exclamation, command</p> <p>tenses: past, present, future</p> <p>commas (in a list)</p> <p>apostrophes (singular possession and contraction)</p>	




## Age-related expectations: Writing, Year 3

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and spelling</b>	<b>Sentence Structure – Term 1.1</b>
<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>20. I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily.</p> <p>21. <i>I can move the position of the adverb/adverbial within the sentence – at the start, in the middle or at the end.</i></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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>• recap Y2 learning</li> <li>• identify verbs and adverbs</li> <li>• adverbs after a verb</li> <li>• fronted adverbs</li> <li>• extending adverbs into adverbial phrases</li> <li>• moving adverbial phrases (possibly for HAs)</li> </ul>
<b>Composition</b>	<b>Description – Term 1.2</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>• recap Y2 learning</li> <li>• identify nouns and accompanying articles</li> <li>• add an adjective</li> <li>• add more than one adjective (different meanings) with a comma to separate</li> <li>• using prepositions to expand a noun phrase</li> </ul>
<b>Handwriting</b>	<b>Conjunctions – Term 2.1</b>
<p>14. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies).</p>	<p>29. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>• recap Y2 learning</li> <li>• coordinating conjunctions</li> <li>• subordinating conjunctions</li> <li>• subordinate clauses</li> <li>• 'flipping' sentences</li> </ul>
<b>Editing and improving</b>	<b>Editing and improving – Term 2.2</b>
<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>30. I can use apostrophes to mark regular plural possession (embed in spelling learning / tests).</p> <p>← Also specifically focus on LOs15-17.</p>
<b>Grammar in writing</b>	<b>Speech – Term 3.1</b>
<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>31. I can use inverted commas to punctuate direct speech (not necessarily other speech punctuation).</p>
<b>Grammar and punctuation</b>	
<p>pronoun</p> <p>preposition</p> <p>determiners (inc articles)</p> <p>adverbial phrase (inc fronted adverbial)</p> <p>main clause</p> <p>phrase (noun phrase, prepositional phrase, adverbial phrase)</p> <p>paragraph</p> <p>subject, object</p> <p>synonym</p> <p>antonym</p>	<p>commas (fronted adverbials)</p> <p>inverted commas (direct speech)</p> <p>apostrophes (plural possession)</p>




# Age-related expectations: Writing, Year 4

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and spelling</b>	<b>Sentence Structure – Term 1.1</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>recap Y3 learning</li> <li>adverbs</li> <li>adverbial phrases</li> <li>moving adverbial phrases within sentences</li> </ul>
<b>Composition</b>	<b>Description – Term 1.2</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>adjectives</li> <li>prepositions</li> <li>with / that / which (and other relative pronouns)</li> </ul>
<b>Handwriting</b>	<b>Conjunctions – Term 2.1</b>
<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>31. I use a wider range of conjunctions eg when, before, after, while, so, because.</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>recap Y2 learning</li> <li>coordinating conjunctions</li> <li>subordinating conjunctions</li> <li>subordinate clauses</li> <li>'flipping' sentences</li> </ul>
<b>Editing and improving</b>	<b>Editing and improving – Term 2.2</b>
<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>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>
<b>Grammar in writing</b>	<b>Speech – Term 3.1</b>
<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>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>
<b>Grammar and punctuation</b>	
consolidate prior learning: use and apply in different contexts and more independently	



# Age-related expectations: Writing, Year 5

Ongoing Learning	Cumulative, Mastery Learning																						
<b>Vocabulary and spelling</b>	<b>Sentence Structure – Term 1.1</b>																						
<p>1. I can spell commonly mis-spelt words, including at least half 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 can 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>27. I can start sentences in different ways, using openers and other ways.</p> <p>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.</p> <p>29. I can use commas to mark phrases and clauses.</p> <p>30. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun.</p> <p>31. I can use brackets, dashes or commas to indicate parenthesis.</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>fronted adverbials with commas (recap Y3/4)</li> <li>recap of conjunctions learnt so far</li> <li>introduce relative clause, moving it in the sentence</li> <li>introduce punctuation for parenthesis and the effect of the choice</li> </ul>																						
<b>Composition</b>	<b>Description – Term 1.2</b>																						
<p>11. I can write for a specific audience and purpose.</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 where 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 in my writing: between 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>32. I can use expanded noun phrases to interest the reader.</p> <p>33. I can describe settings, characters and atmosphere (mood) when writing narrative.</p> <p>34. I can experiment with vocabulary for effect.</p> <p>35. I can use grammar for effect.</p> <p>36. I can use a range of figurative language.</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4)</li> <li>settings described using Y3/4 techniques</li> <li>integrating character description</li> <li>creating atmosphere</li> </ul> 																						
<b>Handwriting</b>	<b>Colons, semi-colons and dashes – Term 2.1</b>																						
<p>19. I have legible, fluent, appropriately joined handwriting with increasing speed.</p> <p>20. I can choose the style to use when given a choice.</p> <p>21. I can choose the handwriting implement that is best suited for a specific task.</p>	<p>37. I can use a semi-colon within lists.</p> <p>38. I am beginning to use dashes to mark boundaries between independent clauses.</p>																						
<b>Editing and improving</b>	<b>Speech – Term 2.2</b>																						
<p>22. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.</p> <p>23. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.</p>	<p>39. I can integrate dialogue to convey characters.</p> <p>40. I can distinguish language of speech (eg colloquial) and writing (Standard English).</p> <p>41. I can recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>punctuating speech (from Y3/4)</li> <li>using speech to convey character (colloquial)</li> </ul>																						
<b>Grammar in writing</b>	<b>Grammar and punctuation</b>																						
<p>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).</p> <p>25. I can recognise passive verbs.</p> <p>26. I can use bullet points to list information and punctuate consistently.</p>	<table border="0"> <tr> <td>modal verb</td><td>active, passive</td></tr> <tr> <td>relative pronoun</td><td>standard English</td></tr> <tr> <td>main clause</td><td></td></tr> <tr> <td>subordinate clause (inc relative clause)</td><td>parenthesis: brackets, dashes, commas</td></tr> <tr> <td>coordinating clause</td><td>ellipsis</td></tr> <tr> <td>present simple</td><td>colon (to introduce a list)</td></tr> <tr> <td>present progressive</td><td>semi-colon (in a list)</td></tr> <tr> <td>present perfect</td><td>semi-colons (between clauses)</td></tr> <tr> <td>past simple</td><td>colons (between clauses)</td></tr> <tr> <td>past progressive</td><td>hyphen</td></tr> <tr> <td>past perfect</td><td>bullet points</td></tr> </table>	modal verb	active, passive	relative pronoun	standard English	main clause		subordinate clause (inc relative clause)	parenthesis: brackets, dashes, commas	coordinating clause	ellipsis	present simple	colon (to introduce a list)	present progressive	semi-colon (in a list)	present perfect	semi-colons (between clauses)	past simple	colons (between clauses)	past progressive	hyphen	past perfect	bullet points
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# Age-related expectations: Writing, Year 6

National Curriculum teacher assessment framework – points in bold.

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and spelling</b>	<b>Sentence Structure – Term 1.1</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>fronted adverbials with commas (recap Y3/4)</li> <li>recap of conjunctions learnt so far</li> <li>introduce relative clause, moving it in the sentence</li> <li>introduce punctuation for parenthesis and the effect of the choice.</li> </ul>
<b>Composition</b>	<b>Description – Term 1.2</b>
<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>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><b>Sequence of learning:</b></p> <ul style="list-style-type: none"> <li>recap ENPs: adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4)</li> <li>settings described using Y3/4 techniques</li> <li>integrating character description</li> <li>creating atmosphere</li> </ul>
<b>Handwriting</b>	<b>Colons, semi-colons and dashes – Term 2.1</b>
<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>→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>
<b>Editing and improving</b>	<b>Speech – Term 2.1</b>
<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>→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><b>Sequence of learning:</b></p> <p>→Use the range of punctuation taught at KS2 mostly correctly:</p> <ul style="list-style-type: none"> <li>punctuating speech (from Y3/4)</li> <li>using speech to convey character (colloquial) and advance action</li> </ul>
<b>Grammar in writing</b>	<b>Grammar and punctuation</b>
<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>consolidate prior learning: use and apply in different contexts and more independently</p>