

## Subject: Writing Year Group Plan

A Year 1 Writer should be able to:	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>➤ form the digits 0-9 correctly</li> <li>➤ form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- kicks and flicks</i>)</li> <li>➤ name the letters of the alphabet in order</li> <li>➤ form capital letters</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ spell unknown words using my phonemes (<i>sounds</i>) (<i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i>)</li> <li>➤ use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>➤ write from memory simple dictated sentences including the words taught so far</li> <li>➤ use letter names to show alternative spellings of the same phonemes</li> <li>➤ spell words that use suffixes for plurals or 3rd person (<i>e.g.: adding s/es; box, fox, fix, pencil, pen</i>)</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>➤ say a sentence out loud before I write it down. (<i>Hold a sentence</i>)</li> <li>➤ plan my writing by saying what I am going to write about. (<i>Build a sentence</i>)</li> <li>➤ read my own writing aloud so it can be heard by others and check for sense. (<i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i>)</li> <li>➤ sequence sentences to form short narratives. (<i>Beginning/middle/ end sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i>)</li> <li>➤ use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when-First, Then, Next, After that</i>)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>➤ use the personal pronoun 'I'</li> <li>➤ use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>)</li> <li>➤ may attempt to use other conjunctions</li> <li>➤ make sure that word choices are relevant to the context and I use word banks to support this</li> <li>➤ begin to use adjectives to add detail to my sentences</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ leave spaces between words</li> </ul>

## Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ use a capital letter for the start of a sentence</li> <li>➤ begin to use other punctuation such as exclamation and question marks</li> <li>➤ use a full stop accurately</li> <li>➤ use capital letters for the names of people, places and days of the week. <i>(Aa)</i></li> </ul>
--	--

A Year 2 Writer should be able to :	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ use some of the diagonal and horizontal strokes needed to join letters</li> <li>➤ understand which letters, when adjacent to one another, are best left unjoined</li> <li>➤ write capital letters (and digits) of the correct size/ orientation to one another</li> <li>➤ use spacing between words that reflects the size of the letters</li> <li>➤ form lower case letters of the correct size relative to one another</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, different)</i></li> <li>➤ spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i></li> <li>➤ spell common exception words <i>(door, because, sugar, people, - see Year 2 spelling list)</i></li> <li>➤ use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i></li> <li>➤ spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine)</i></li> <li>➤ identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>➤ I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</i></li> <li>➤ plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</i></li> </ul>

### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (<i>Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate'</i>)</li> <li>➤ write, from memory, simple dictated sentences</li> <li>➤ I proof-read to check for errors in spelling, grammar and punctuation. (<i>Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding –ing'</i>)</li> <li>➤ make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>➤ my word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</li> <li>➤ I use expanded noun phrases to describe, expand and specify (<i>'the delicate, blue butterfly flew off into the humid, summer sky'</i>)</li> <li>➤ use subordination (<i>using when, if, that or because</i>). (<i>Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i>)</li> <li>➤ use sentences with different forms: statements, questions, exclamations and commands. (<i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients'</i>)</li> <li>➤ use co-ordination (<i>using or, and, or but</i>) (You remembered your book bag but forgot your packed lunch.)</li> <li>➤ use present and past tenses correctly and consistently including the progressive form. (<i>Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming'</i>)</li> <li>➤ use adjectives, adverbs and expanded noun phrases to add detail and specify</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ use full stops and capital letters- most are correct. (<i>This will be consistent across a range of dictated and independent writing</i>)</li> <li>➤ mostly use exclamation and question marks accurately to demarcate sentences</li> <li>➤ use capital letters for the personal pronoun I and for most proper nouns</li> <li>➤ begin to use commas to separate items in a list</li> <li>➤ sometimes use apostrophes for singular possession</li> </ul>



## Subject: Writing Year Group Plan

A Year 3 Writer should be able to:	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ increase the legibility, consistency and quality of my handwriting</li> <li>➤ understand which letters, when adjacent to one another, are best left unjoined</li> <li>➤ use the diagonal and horizontal strokes that are needed to join letters</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>➤ spell words with additional prefixes and suffixes and understand how to add them to root words (from nouns using <i>super, anti, auto</i>)</li> <li>➤ spell correctly word families based on common words (<i>solve, solution, solver</i>)</li> <li>➤ identify the root word in longer words</li> <li>➤ recognise and spell additional homophones (<i>he'll/heel/heal</i>)</li> <li>➤ make comparisons from a word already known to apply to an unfamiliar word</li> <li>➤ spell some identified commonly misspelt words from the Year 3 and 4-word list</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>➤ write a non-narrative using simple organisational devices such as headings and sub-headings</li> <li>➤ narrative writing, I develop resolutions and endings</li> <li>➤ make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>)</li> <li>➤ look at and discuss different models of writing, taking account of purpose and audience</li> <li>➤ plan my writing by discussing and recording ideas (<i>timeline, flowchart, spider diagram, jottings</i>)</li> <li>➤ write a narrative with a clear structure, setting, characters and plot</li> <li>➤ suggest improvement to my writing through assessing the writing with peers and through self-assessment</li> <li>➤ identify structure, grammatical features and use of vocabulary for effect in texts</li> <li>➤ compose sentences using a wider range of structures linked to the grammar objectives (<i>e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions</i>)</li> <li>➤ begin to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>➤ use a range of sentences with more than one clause by using a wider range of conjunctions in my writing (<i>when, if, because, although</i>)</li> </ul>

### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ recognise and use determiners 'a', 'an' and 'the' appropriately (<i>an apple; a house; the yellow car /the an a</i>)</li> <li>➤ use the perfect form of verbs instead of the simple past (<i>I have written it down so we can check what he said</i>) (<i>he has worked hard</i>)</li> <li>➤ understand the purpose of adverbs</li> <li>➤ use adverbs effectively in my writing</li> <li>➤ use conjunctions, adverbs and prepositions to express time and cause (<i>the next thing, next, soon, so, before, after, during, in, because of</i>)</li> <li>➤ word choices are adventurous and carefully selected to add detail and to engage the reader</li> <li>➤ detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ begin to use inverted commas for some direct speech punctuation</li> <li>➤ use apostrophes for possession with increasing accuracy including plural possession</li> <li>➤ commas are sometimes used to mark clauses and phrases</li> </ul>

A Year 4 Writer should be able to:	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ use the diagonal and horizontal strokes that are needed to join letters</li> <li>➤ understand which letters, when adjacent to one another, are best left un-joined - b/p/s/x</li> <li>➤ increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>➤ spell words with additional prefixes and suffixes and understand how to add them to root words (<i>- ation, ous, ion, ian</i>)</li> <li>➤ use plural 's' and possessive 's' correctly. (<i>The girls were playing football. The girls' football boots. The girl's football boots.</i>)</li> <li>➤ recognise and spell additional homophones. (<i>accept/except; whose/who's; whether/weather; peace/piece; medal/meddle</i>)</li> <li>➤ spell identified commonly misspelt words from the Year 3 and 4 word list</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>➤ write from memory simple dictated sentences that include words and punctuation taught</li> <li>➤ narrative writing is organised into clear sequences with more than a basic beginning, middle and end</li> <li>➤ write a narrative with a clear structure, setting, characters and plot</li> </ul>

### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ include key vocabulary and grammar choices that link to the style of writing. (e.g.: <i>Scientific words/ historical words/ words that fit with the context, e.g. science fiction</i>)</li> <li>➤ begin to open paragraphs with topic sentences and organise them around a theme (<i>Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them</i>)</li> <li>➤ endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>➤ use a range of sentences with more than one clause - through use of conjunctions ('We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.')</li> <li>➤ use of a wider range of conjunctions, such as, although, however, despite, as well as</li> <li>➤ use the correct article 'a' or 'an'</li> <li>➤ sentences are often opened in different ways to create effects</li> <li>➤ use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (<i>When I was writing about bees, the hive and the queen. I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive</i>)</li> <li>➤ make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. <i>accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proberbly is wrong.</i>)</li> <li>➤ use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping')</li> <li>➤ use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> <li>➤ use adverbs and prepositions to express time, place and cause</li> <li>➤ build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions</li> <li>➤ use standard English for verb inflections- instead of spoken forms. (<i>We were- instead of we was, or I did instead of I done. He is/his instead of he's</i>)</li> </ul>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>➤ sentences are correctly demarcated.</li> <li>➤ use the apostrophe for omission and possession. – (<i>women's rights, boys' cloakroom</i>)</li> <li>➤ secure the use of punctuation in direct speech-, including a comma after the reporting clause (<i>The conductor shouted, "Sit down!"</i>)</li> <li>➤ almost always use commas for fronted adverbials</li> </ul>

## Subject: Writing Year Group Plan

A Year 5 Writer should be able to:	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters</li> <li>➤ choose the writing implement that is best suited for a task. <i>(e.g. quick notes, letters)</i></li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ form verbs with prefixes, for example, dis, de, mis, over and re</li> <li>➤ use the first three or four letters of a word to check spelling, meaning or both in a dictionary</li> <li>➤ begin to proof read my work for spelling and punctuation errors.</li> <li>➤ spell some words with 'silent' letter. <i>(e.g. knight, psalm, solemn)</i></li> <li>➤ convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify</li> <li>➤ distinguish between homophones and other words which are often confused. <i>(guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)</i></li> <li>➤ spell identified commonly misspelt words from Year 5 and 6-word list. <i>(Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)</i></li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>➤ writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade</li> <li>➤ organise writing into paragraphs to show different information or events. <i>(Time, Place, Topic, Person Speaking)</i> <i>(paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</i></li> <li>➤ link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))</li> <li>➤ develop characters through action, description and dialogue. <i>(Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs)</i></li> <li>➤ add well-chosen detail to interest the reader. <i>(Expanded noun phrases-'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...')</i></li> <li>➤ settings are used to not only create atmosphere, but also to indicate a change</li> <li>➤ models from my reading are often used or integrated into my writing</li> <li>➤ manage shifts in time and place effectively and guide the reader through my text</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>➤ ensure the correct and consistent use of tense throughout a piece of writing</li> </ul>

### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ start sentences in different ways. (<i>-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The</i>). (<i>adverbials of time- Later, When the, As the dawn broke,</i>) (<i>adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,</i>) (<i>manner- as quick as a flash, with legs swinging in the air,</i>)</li> <li>➤ use a thesaurus for alternative word choices.</li> <li>➤ use stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</li> <li>➤ use modal verbs or adverbs to indicate degrees of possibility. (<i>There might be... It could be... we may be... sometimes... possibly... occasionally...</i>)</li> <li>➤ use relative clauses beginning with who, which, where, when, whose, that or with an implied. (<i>i.e. omitted</i>) relative pronoun (<i>Drop-in Sentence</i>)</li> <li>➤ suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>➤ use the perfect form of verbs to mark relationships of time and cause. (<i>e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.</i>)</li> <li>➤ choose words for deliberate effect and I use them thoughtfully and with precision.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ use commas to clarify meaning or avoid ambiguity in writing</li> <li>➤ use colons to introduce a list</li> <li>➤ use inverted commas and other punctuation to accurately indicate direct speech</li> <li>➤ use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (<i>inside I was angrier than a bull about to charge</i>).</li> </ul>

<b>A Year 6 Writer should be able to :</b>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>➤ produce legible joined handwriting and develop my own personal fluent joined handwriting style. (<i>join/not join specific letters- loops</i>)</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>➤ use a range of spelling strategies not just phonics</li> <li>➤ use a dictionary to check spelling/meaning</li> <li>➤ proof read and edit my work to check for spelling and punctuation errors. (<i>Year 3/4 and Year 5/6 word lists</i>)</li> <li>➤ ensure I use the correct homophone. (<i>see Year 5/6 homophone list</i>)</li> <li>➤ <b>spell most words with silent letters</b></li> </ul>

### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"> <li>➤ change verbs into nouns by adding suffixes. (<i>tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment</i>)</li> <li>➤ make sure that I can spell the vast majority of words that appear in the Year 5/6 list</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>➤ use a thesaurus to develop word understanding and build a bank of antonyms and synonyms</li> <li>➤ use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event</li> <li>➤ adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (<i>choose the appropriate form and register/ structure/ layout</i>)</li> <li>➤ <i>create atmosphere and describe settings</i></li> <li>➤ use antonyms and synonyms to enhance the description</li> <li>➤ describe and integrate dialogue to convey character and advance the action (<i>use of inverted commas, mostly correct</i>)</li> <li>➤ add detail to my writing by using expanded noun phrases to add precision, detail and qualification</li> <li>➤ second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader</li> <li>➤ writing is evaluated as a matter of course and proof reading ensures a high level of accuracy</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>➤ use the correct tense throughout a piece of writing</li> <li>➤ use modal verbs mostly appropriately to suggest degrees of possibility (<i>could, would, might</i>)</li> <li>➤ add precision, detail and qualification using prepositional phrases and adverbs</li> <li>➤ effectively draft my work so that I enhance meaning and adapt my grammar choices for effect</li> <li>➤ use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (<i>Pronouns/ adverbials, conjunctions, similes, - ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives</i>)</li> <li>➤ ensure correct subject verb agreement in singular and plural <i>e.g. was – I (one person) were – we (more than one- the children were)</i></li> <li>➤ use a wide range of clause structures, sometimes varying their position within the sentence. (<i>Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses</i>)</li> <li>➤ use structures typical of very formal speech. (<i>Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?</i>)</li> <li>➤ use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty</li> </ul>



### Subject: Writing Year Group Plan

	<ul style="list-style-type: none"><li>➤ use a range of verb forms to create more subtle meanings</li><li>➤ use the passive voice to present information with a different emphasis. (<i>I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</i>)</li><li>➤ vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>➤ can mostly use commas correctly to mark phrases and clauses- clarity</li><li>➤ make some correct use of a further range of punctuation across a range of writing. (<i>Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up</i>)</li><li>➤ can use punctuation for parenthesis, mostly correctly (<i>brackets/commas/hyphens</i>)</li></ul>