

Kelvin Grove Primary School



Writing Curriculum

2020-2021

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Year 1 : Writing Process	Common exception words																																													
<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<table> <tr> <td>the</td> <td>were</td> <td>be</td> <td>my</td> <td>ask</td> </tr> <tr> <td>a</td> <td>was</td> <td>he</td> <td>here</td> <td>friend</td> </tr> <tr> <td>do</td> <td>is</td> <td>me</td> <td>there</td> <td>school</td> </tr> <tr> <td>to</td> <td>his</td> <td>she</td> <td>where</td> <td>put</td> </tr> <tr> <td>today</td> <td>has</td> <td>we</td> <td>love</td> <td>push</td> </tr> <tr> <td>of</td> <td>I</td> <td>no</td> <td>come</td> <td>pull</td> </tr> <tr> <td>said</td> <td>you</td> <td>go</td> <td>some</td> <td>full</td> </tr> <tr> <td>says</td> <td>your</td> <td>so</td> <td>one</td> <td>house</td> </tr> <tr> <td>are</td> <td>they</td> <td>by</td> <td>once</td> <td>our</td> </tr> </table>	the	were	be	my	ask	a	was	he	here	friend	do	is	me	there	school	to	his	she	where	put	today	has	we	love	push	of	I	no	come	pull	said	you	go	some	full	says	your	so	one	house	are	they	by	once	our
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Writing for a purpose	Examples
<p>Writing to entertain</p> <ul style="list-style-type: none"> Time sequenced Simple beginning, middle and end Use of simple story language Use of basic description to entertain 	<ul style="list-style-type: none"> Stories (including re-tellings) Descriptions Poetry In-character/role
<p>Writing to inform</p> <ul style="list-style-type: none"> Appropriate use of past and present tense though taught models and oral work, not explicitly. Use of basic description to inform 	<ul style="list-style-type: none"> Recount Letter Instructions/recipe

Statements	Evidence
<p>Read own writing aloud clearly for others to hear and discuss</p>	<p>Re-reading what they have written to check it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers or the teacher</p>
<p>Sequence sentences to form/retell a short narrative</p>	<p>Have the concept of a sentence. Write a sequence of sentences that make sense and have a capital letter and the appropriate end punctuation. Composing a sentence orally before writing it. Using story model and teacher model, being to use appropriate story language.</p> <p>Once upon a time there was a little girl called Anna. She was in love with gold! Anna was a girl who was very adventurous but Croc was very smart and sensible. The next day Anna and Croc decided to go on an exciting adventure.</p> <p>They can write a simple narrative, which has a beginning, middle, and end and recount an experience in chronological order with confidence.</p> <p>They use time adverbs and can choose a meaningful adjective to add detail to writing.</p> <p>A short while later Anna and Croc decided they were going to bury the treasure. They buried it on a little island.</p>
<p>Join words and clauses with conjunctions (and, because)</p>	<p>Use and to write a compound sentence to link ideas/to create flow.</p> <p>Under the ocean there was a big blue octopus and an old ship. A blue whale is a mammal and you can find them in the ocean.</p> <p>Begin to use because join clauses. Anna was happy because they found gold.</p>
<p>Use past, present and future accurately in speech and begin to incorporate these in their writing</p>	<p>With support and teacher model, use past tense when retelling a story. Anna and Croc sailed to sea.</p> <p>Appropriate use of past and present tense with support when writing information texts A blue whale's tongue is as big as an elephant.</p>
<p>Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Use capital letters and full stops to mark many sentences. 'Many' indicates that the statement is met frequently but not yet consistently. Use capital for the pronoun 'I' Begin to use question marks to mark a question/exclamation marks to mark an exclamation. There was a massive pile of gold! Did you know blue whales are the biggest animals on earth?</p>
<p>Spell many year 1 common exception words and the days of the week</p>	<p>Many' indicates that the statement is met frequently but not yet consistently</p>
<p>Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way</p>	<p>Pupils regularly apply their phonics when attempting to spell unfamiliar words.</p>
<p>Form many letters and digits correctly, with some difference between upper and lower case letters</p>	<p>Pencil grip is correct and most upper case and lower case letters are formed and oriented correctly. (beginning and ending in the right place) Letters sit on the line.</p>
<p>Use spaces between words</p>	<p>Reflecting the size of the letters</p>

Year 2 : Writing Process	Common exception words
<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>door hold path people floor told bath water poor every hour again because everybody move half find even prove money kind great improve Mrs mind break sure parents behind steak sugar child pretty eye children beautiful could wild after should climb fast would most last who only father whole both class any old grass many cold pass clothes gold plant busy Christmas</p>

Writing for a purpose	Examples
<p>Writing to entertain</p> <ul style="list-style-type: none"> • <i>Time sequenced</i> • <i>Writing narratives which have a beginning, middle and an end.</i> • <i>Begin to differentiate between past and present tense to suit purpose</i> • <i>Use of basic description to entertain – describing characters and/or setting</i> • <i>Use of story language</i> 	<ul style="list-style-type: none"> • Stories (including re-tellings) • Descriptions • Poetry • In-character/role
<p>Writing to inform</p> <ul style="list-style-type: none"> • <i>Appropriate use of past and present tense though taught through models and oral work, not explicitly.</i> • <i>Use of basic description to inform</i> • <i>Sequenced appropriately</i> 	<ul style="list-style-type: none"> • Recount • Letter • Instructions/recipe

Statements	Evidence
<p>Write simple narratives about personal experiences and those of others (real or fictional)</p>	<p>Year 2 writers at National Standards use and apply the Year 2 expectations in a range of contexts. They can write a narrative based on an experience or a familiar story, changing one or more elements. Key narrative language is used and structures from books read may be used. The structure has an evident beginning, middle and end.</p> <p>Stories include detail to interest reader. Each morning Bert would clean his beak and go off and scavenge with his crew. Sometimes at night he snored so loudly that Tom and Fred could not sleep.</p> <p>Use first or third person consistently with adult support. She thought her plan was very good so she crept out to find the key.</p> <p>Use noun phrases to describe characters and places. Unfortunately two angry guards locked the girl in a golden cage. Bert lived in a crack in the cliffs. It was cosy and warm.</p> <p>Begin to use adverbs and better verb choices to entertain reader – following teacher model. Tom was flapping his wings excitedly and he flew down to nibble the chocolate éclair.</p>
<p>Write about real events, recording these simply and clearly</p>	<p>They show an understanding of writing for different purposes and apply this to the non-narrative text types taught so far. These will have a clear opening and a closing sentence appropriate to the text type.</p> <p>Use time adverbs to order ideas. As soon as I stepped inside the palm house I was hot!</p> <p>Use first or third person consistently with adult support. I loved the jade vines and Mrs Jupp said she would dance under them if she got married again.</p> <p>Expanded noun phrases are used to inform the reader Some of the cacti looked like soft, comfy cushions but I would not sit on them.</p>
<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<p>Use capital letters and full stops to mark sentences. Learn sentences have different forms and use these: statements, commands, questions and exclamations, using the correct end punctuation.</p> <p>Use question marks to mark a question. How am I going to get back home?</p> <p>Use exclamation marks. Hey little girl come back here this instant! Can you guess what sort of plants live in the desert? Cacti!</p> <p>Begin to use commas in a list Then sieve the flour, baking soda, sugar and cinnamon.</p>

<p>Use present and past tense mostly correctly and consistently</p>	<p>Use past tense when retelling a story. Suddenly she noticed a baby chick trapped in a cage.</p> <p>Use past tense when recounting past events. On Monday we went to Kew Gardens which has three huge glasshouses.</p> <p>Use present tense when appropriate This unicorn is very safe because it has a parachute at the back and a safety seat belt.</p> <p>Use the past progressive appropriately. Bob was cleaning the moon and he did not see the aliens. The purple bird was flying through the air!</p>
<p>Use coordination (e.g. and, but, or) and some subordination (e.g. because, when, if, that) to join clauses</p>	<p>Use coordination and, but, so, or to write compound sentences for flow. The rain stung my cheeks and I felt very worried about the people drowning in the waves. It was very humid in the glasshouse but I did not mind.</p> <p>Use subordination because, when, if, that to show relationships between events. Sometimes she felt very bored when her family were very busy. We went to the Temperate House first because it is the largest glasshouse in the world.</p>
<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>	<p>Including: learn to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones</p>
<p>Spell many common exception words</p>	<p>'Many' indicates that the statement is met frequently but not yet consistently</p> <p>With some guidance they proof read their writing to check for accuracy, consistency and spelling.</p>
<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Begin to learn to join as soon as appropriate for the individual.</p>
<p>Use spacing between words that reflects the size of the letters</p>	

Year 3 : Writing Process	Year 3/4 statutory word list
<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation to make meaning clear 	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>

Writing for a purpose	Examples
<p>Writing to entertain Detailed description Use paragraphs to organise in time sequence Well-developed beginning, middle and end More attempts to engage reader with adventurous vocabulary and varied sentence starters</p>	<ul style="list-style-type: none"> Stories Descriptions Poetry Characters/settings
<p>Writing to inform Paragraphs used to group related ideas Subheadings to label content Technical vocabulary Beginning to use a level of formality</p>	<ul style="list-style-type: none"> Explanation Recount Letter Biography Newspaper article
<p>Writing to persuade Use of 2nd person Planned repetition Facts & Statistics Adjectives for positive description</p>	<ul style="list-style-type: none"> Advertising Letter Speech Poster

Statements	Evidence
<p>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. a letter; report writing)</p>	<p>Year 3 writers working at National Standards are able to write a well-structured narrative with a simple plot which may be based on a well-known story. Narratives open with the introduction of characters or setting, build to a problem which is resolved and have an ending which links to the beginning of the story. They will include dialogue, using inverted commas with increasing accuracy. They confidently use and apply the features of text types which have been explicitly taught for a real purpose across the curriculum. Related material is grouped to form paragraphs and in non-narrative writing, they use organisational devices such as sub-headings, bulleted lists and diagrams to make information clear to the reader. A topic sentence may be used to open paragraphs. They draw on good models of writing and their reading to support their writing.</p>
<p>Create settings, characters and plot in narrative</p>	<p>Some carefully selected vocabulary, including expanded noun phrases, to describe settings and characters. Alexia heard a noise in the dark wood but then she realised it was just the trees rustling in the cold wind. The frightened girl moved closer to the horrifying orange glow.</p> <p>Plot is developed with well-chosen verbs, adverbials to sequence events etc Without thinking, Rock grabbed Paper's hand but unfortunately his hand began to crumble.</p> <p>Fronted adverbials, prepositions and adverbs set time and place As soon as the boy woke up, he saw a paper clip drop out of the brigand's pocket. (fronted adverbial for when) With tears pouring down his face, Bob went out into the dark and stormy night. (fronted adverbial for how) In the darkness of the cave, the boy felt very alone. (fronted adverbial for where) There was a castle beyond the forest. (preposition) The fox visited the garden every day. (adverb)</p>
<p>Use speech punctuation correctly when following modelled writing</p>	<p>Use of inverted commas when using direct speech Synonyms for said (not overused) New speaker new line</p> <p>Evidence of dialogue in narrative writing "Die with honour? I don't like the sound of that!"</p> <p>Simple quote in a newspaper recount (writing to inform) "The lightning looked like fireworks."</p>
<p>Use some conjunctions (e.g. and, because when, even though), adverbs (e.g. often, quickly, very)</p>	<p>They use the different sentence types they have been taught and construct complex sentences using an increasing range of conjunctions.</p>

<p>and prepositions (e.g. next to, underneath, with) for cohesion and to add detail</p>	<p>Conjunctions When you come to Rome, you will see the temperature is much higher than in Britain and it never rains. The staff told them to stay in the hotel even though many of them wanted to leave. Fire and lightning lit up the sky in Sicily after Mount Etna erupted. While filming a documentary for the BBC in Rwanda, the most extraordinary experience occurred.</p> <p>Adverbs The people moved quickly and calmly into the main dining hall for safety. Have you always wanted to visit the beautiful city of London? It was dark and she could just make out the spiders crawling over the ceiling.</p> <p>Prepositions The rumblings from the volcano erupting could be felt beneath their feet. As quick as a flash, Katy threw the poison onto Trident's three ugly heads and he was vanquished!</p> <p>Use rhetorical questions to challenge the reader to think Do you want to be part of the problem?</p> <p>Use exclamations to get the reader's attention You must come to Rome!</p>
<p>Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</p>	<p>Use past and present tense mostly correctly to suit purpose and audience. Sir David Attenborough <u>is</u> perhaps the most famous documentary maker in the world. David Attenborough <u>went</u> to his father's university at the age of 11 and <u>was happily playing</u> next to the zoology department. David Attenborough has been making documentaries for over 80 years!</p>
<p>Use the range of punctuation taught up to and including year 3 mostly correctly (e.g. apostrophes for possession, commas in lists)</p>	<p>Full stops capital letters Question marks Exclamation marks Inverted commas Commas in a list and to mark fronted adverbials</p>
<p>Spell correctly words from previous year groups, and some words from the year 3/4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible)</p>	<p>They apply the spelling patterns they have been taught and begin to use spelling strategies to write words that are new to them.</p>
<p>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)</p>	<p>Handwriting is legible and mostly consistent in size. Letters are generally joined appropriately</p>
<p>With some support, edit and proofread own writing</p>	<p>Correct spellings of words from the year 1/2 and some from the 3/4 list. Correct spellings of common words – when, with, their/there etc Check work for punctuation errors with guidance from teacher to ensure sentence construction is understood. Make improvements to vocabulary choices linked to impact and purpose – with support from teacher and/or peer.</p>

Year 4 : Writing Overview	Common exception words
<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate 	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>

Writing for a purpose	Examples
<p>Writing to entertain Stories are well developed with opening, build up, dilemma, resolution and ending Characters are developed through show not tell Paragraphs well developed and enough detail engages the reader throughout Structures and effects drawn from reading Vocabulary is well chosen – adjectives, verbs, precise nouns, adverbs</p>	<p>Stories Descriptions Poetry Characters/settings</p>
<p>Writing to inform Paragraphs used to group related ideas Topic sentence and related detail Subheadings to label content Technical language formality – no contractions, formal language, begins to use appropriate register more consistently</p>	<p>Explanation Recount Letter Biography Newspaper article</p>
<p>Writing to persuade Use of 2nd person Planned repetition Facts & Statistics Emotive language to influence reader Imperatives to convey urgency and modals to express certainty</p>	<p>Advertising Letter Speech Poster</p>

Statement	Evidence
<p>Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)</p>	<p>Year 4 writers at National Standards use and apply the end of year expectations across the curriculum. Narratives are clearly structured with characters, settings and plots well-defined and developed, moving beyond a simple three part structure of beginning, middle and end. Events are moved forward by the use of action, description and dialogue. Non-narrative text-type features taught so far are chosen for the appropriate purpose and applied consciously in all curriculum areas. Paragraphs are well-organised and often have a clear topic sentence to guide the reader through the text. A Year 4 writer can write a clear explanation using the language of cause and effect and making links from one paragraph to the next. They can also use persuasive devices and language to direct a reader to one point of view. Purpose and audience is always made clear and writing engages and has impact on the reader.</p>
<p>Create settings, characters and plot in narrative</p>	<p>Precise word choices add detail to the writing and describe characters and settings The monster <u>bared</u> its fangs and <u>lunged</u> at Fred. Rain hadn't fallen for years in the <u>ancient landscape</u> as if the <u>ancient sky had been sleeping</u>. In the distance, the lighthouse was <u>stretching for the clouds</u>, <u>its top hidden in the sun</u>. Determination <u>surged</u> through her veins as she <u>soared</u> towards the cloud.</p>
<p>Use speech punctuation correctly most of the time</p>	<p>The punctuation of dialogue is secure, including commas after reporting clauses Dialogue begins to move plot on or develops characters "We must do something!" bellowed the king, "or we'll starve." "Fred can do something," Jeff sang as he managed a snigger.</p>
<p>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</p>	<p>In writing to entertain: Use subordinate clauses to add detail or context <u>As Fred sailed across the vast ocean towards the land of the gods</u>, a devastating silence rang across the valley. Fred got up and ran, <u>knowing the myths behind the mystical object</u>. Use simple sentences for impact and effect. It was night time. It was peaceful. Varied sentence starters Shocked, the lighthouse keeper looked out to sea and saw a huge ship coming right towards the lighthouse. Noise was coming from only one place in the village. Meanwhile, the lighthouse keeper was having a miserable time. Rhetorical questions How was the ship managing to sail through such a violent storm?</p> <p>In writing to inform: Precise word choice, technical language where appropriate (formality)</p>

	<p>We now recognise Lewis Latimer as a hero for lighting up our homes using the incredible lightbulb. On the 5th November a man was arrested in the attempt to blow up the Houses of Parliament. Even though he was not high up in the company, many of this genius’s ideas were patented or developed.</p> <p>Complex sentences varying the position of clauses <u>When he was eleven</u>, Latimer started to attend grammar school. <u>After a few months of trying to get into things</u>, he eventually joined the navy. He began work as an office boy <u>when he left the navy in 1865</u>.</p> <p>In writing to persuade: Use precise language choices to change or strengthen opinion of the reader You have been hiding this secret from me. You’re going to slaughter Wilbur! Repetition for effect I spent every day, every hour, every minute, every second pouring love into that life-changing pig! Exclamation statements for effect Wilbur should be able to roam free - he’s a pig!</p>
<p>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</p>	<p>Use a wide range of conjunctions to show relationships between ideas We will need to pay for his vet food, medicines and vet bills <u>whereas</u> if we didn’t have him we wouldn’t waste money on him.</p> <p>Pronouns, nouns and noun referencing <u>House spiders</u> are good for the ecosystem of your house. <u>These minute creatures</u> are not lethal and it is unlikely that <u>they</u> will bite. <u>She</u> flew <u>her</u> plane upwards towards the cloud. <u>The young pilot</u> started flicking switches and pressing buttons as <u>she</u> soared.</p> <p>Fronted adverbials/adverbs <u>In recent years</u>, studies have discovered that more and more people are keeping pigs as pets.</p>
<p>Use past and present tenses correctly and include a wider range of verb forms (e.g. we were going; they have been)</p>	<p>Simple past and present Past progressive and present progressive</p> <p>Past perfect (to talk about an event that was completed in the past before something else happened) Miss Magee had been on a spa holiday when the volcano erupted. Present perfect (to talk about our experiences in a way that does not refer to when they happened.) The holidaymakers have been taken to safety. Use modal verbs to indicate level of certainty Wilbur <u>should</u> be killed because he is costing too much money to keep.</p>
<p>Use the range of punctuation taught up to and including year 4 mostly correctly (e.g. commas after adverbials; use of apostrophe)</p>	<p>Full stops and capital letters, question marks, exclamation marks Commas to separate clauses Inverted commas Begin to use punctuation for parenthesis (brackets or commas) Imani, the ex-rescue pilot, slipped on her headset. “Me and Ginger are heading towards it now!” (Ginger was what Imani called her plane.)</p>
<p>Spell correctly words from learning in previous year groups, and most words from the year 3 and 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</p>	<p>Spelling features taught are used accurately and spelling strategies are applied to spell an increasing range of unfamiliar words. Checks for accuracy and spellings are undertaken during proof-reading.</p>
<p>Write legibly and with increased fluency, paying attention to size and spacing</p>	

Year 5: Writing Process	Common exception words
<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>

Writing for a purpose	Examples
<p>Writing to entertain Stories are well developed with opening, build up, dilemma, resolution and ending Characters are developed through show not tell Paragraphs well developed and enough detail engages the reader throughout Structures and effects drawn from reading Vocabulary is well chosen – adjectives, verbs, precise nouns, adverbs</p>	<ul style="list-style-type: none"> Stories Descriptions Poetry Characters/settings
<p>Writing to inform Paragraphs used to group related ideas Topic sentence and related detail Subheadings to label content Technical language formality – no contractions, formal language, begins to use appropriate register more consistently</p>	<ul style="list-style-type: none"> Explanation Recount Letter Biography Newspaper article
<p>Writing to persuade Use of 2nd person Planned repetition Facts & Statistics Emotive language to influence reader Imperatives to convey urgency and modals to express certainty</p>	<ul style="list-style-type: none"> Advertising Letter Speech Poster
<p>Writing to discuss Appropriate use of cohesive devices Use of subjunctive form where needed Use paragraphs to structure arguments Maintain formal / impersonal tone</p>	<ul style="list-style-type: none"> Balanced argument Newspaper article Review

Statement	Evidence
<p>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)</p>	<p>Year 5 writers at National Standards demonstrate understanding of the purpose and audience of their writing. They use the features and appropriate sentence structures of the text types taught so far. They generally select the appropriate voice or register for the audience and purpose and maintain it. Writing shows the appropriate level of informality and formality in line with the audience and purpose. Standard English is used for oral rehearsal and in written texts. Writing is organised into paragraphs which aid the overall organisation. Ideas are linked within paragraphs and topic sentences are used to create cohesion between paragraphs both in narrative and non-narrative writing. They can develop a written argument using modal language</p>
<p>Create settings, characters and begin to develop atmosphere in narrative drawing upon models from reading</p>	<p>Vocabulary choices are precise and chosen for a purpose (e.g. to build up tension, create mood/atmosphere) Stylistic devices such as simile and metaphor are used to add detail and for effect. Sarah saw no signs of life except for a solitary camel trudging across the barren land. The guard leered over her, poised to strike.</p> <p>Atmosphere is created – for example <i>building up tension</i> – through using models from reading and teaching. Sentence construction, vocabulary and punctuation chosen for effect. Nobody in the town of Downhill acknowledged the cave inside the forest, but there it lay at the very edge of the– moss unfolding inside its hollow cavern – looking on at the outside world.</p> <p>Slowly, very slowly, he crept towards the moss-infested cavern. “It will be safe here,” he thought to himself. He entered and waited there. Beneath him the floor stirred. “Just rocks under the ground, rumbling,” he said to himself. But deep down he sensed the danger.</p>
<p>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</p>	<p>In narrative writing, characters are developed using action and dialogue to “show” and not “tell” the reader. One morning Dan and his friend Frankie ran through the forest. Dan raced ahead with Frankie trailing behind. “Mum says it’s not safe here,” Frankie puffed. “Oh well,” Dan shrugged.</p>

	<p>“Hmmm...” Frankie replied, unsure. They continued through the forest. Dan sped ahead towards the cave. Frankie, who was out of breath now, followed.</p>
<p>Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verbs forms, relative clauses)</p>	<p>They demonstrate how to use the grammatical features taught so far to create an effect and engage the reader’s interest. They use different sentence types and sentence starters, choosing how to start sentences to emphasise meaning.</p> <p><u>Use a wide range of sentence structures to add interest</u> A dead end. (Very short for impact) A gust of wind blew through the window. (Simple for clarity) Sarah was back in the museum and looked up at the clock to see that no time had passed at all. (Compound for cohesion) As she took in the beauty of the land, Sarah heard loud drums beating and turned around to see a large procession coming towards her. (Complex sentences for detail) After a few moments of silence, both thinking carefully, we left the Eye, sneaked past mum and manoeuvred through the busy streets. Embedded clauses for detail Had she lost them? Rhetorical questions to create atmosphere “Don’t be a baby!” Exclamations to create drama or humour Use a semi colon to separate two main clauses or in a detailed list (description) Vast, sandy pyramids stretched up to the azure sky; thin, wispy clouds trailed around the sun and one solitary camel trudged across the endless scorching sand. Use a dash to throw a spotlight on a clause or phrase She nearly gasped – it looked so different.</p> <p>Add well-chosen detail to sentences, including a range of phrases and relative clauses (beginning with who, which, where, when, whose, that) Cutting down thousands of trees means there is less oxygen which is the gas we need in order to live! In non-narrative texts indicate degrees of possibility using adverbs and modal verbs. If all the trees are cut down in the Amazon rainforest, there will be nothing left to provide oxygen in that area. Emotive word choices Sadly this wonderful landscape is being destroyed by deforestation. Use of the imperative to give a command Next time you buy your furniture, look and see if it is from a sustainable company that replants trees when they cut them down. Talking directly to the audience You may not have realised but there are many tribes living in the Amazon and over 50 of them have never come into contact with the outside world.</p> <p>Vocabulary choices are precise and chosen for a purpose. Technical language is used appropriately and correctly. A formal register is beginning to be maintained.</p>
<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing</p>	<p>Adverbials and conjunctions provide a sense of cohesion, steering the reader through events in sequence As a result of this, there will be an increase in pollution.</p> <p>Cohesion is further supported through synonymous references to the same subject. Cohesion is achieved within and across the 4 paragraphs through the use of contrast – while/on the other hand/however</p>
<p>Use verb tenses consistently and correctly through most of their writing</p>	<p>Early this morning Cleopatra and Marc Anthony met for the first time. (simple past) This was the first time the Queen had left Egypt for many years. (past perfect) Marc Anthony is a popular politician and believes he should be the emperor of Rome. (present) It is believed that Marc Anthony spent all morning at the barbers. (passive) The gauzy dress she wore was trailing along the floor as she left the boat. (past progressive) It is rumoured that the two will be meeting again tonight on the Queen’s barge. (future)</p> <p>Begin to use subjunctive form where needed: If the local council were to ban dogs from the local parks, then... Use modal verbs to convey degrees of probability: It could be argued... Some might say...</p>
<p>Use the range of punctuation taught up to and including year 5 mostly correctly (e.g. commas, punctuation for parenthesis)</p>	<p>Commas are used to mark grammatical boundaries in complex sentences, (to avoid ambiguity) embedded clauses and adverbials. Use of dash to create an emotive stand point or to create humour When trees are cut down, important sources of medicine are being wasted – 70% of these are used to treat cancer! Rhetorical questions, exclamations for impact on reader. You don’t want all of those creatures to die, do you? Yes, this affects us as well!</p> <p>Brackets, dashes or commas to indicate parenthesis</p>
<p>Spell correctly words from learning in previous year groups, and some words from the year 5/year 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</p>	<p>They apply the spelling rules taught so far and can spell the words from the Year 3/4 word list and those taught so far from the Year 5/6 word list. They use a range of spelling strategies to narrow possibilities and write unfamiliar words.</p>
<p>Write legibly, fluently and with increasing speed</p>	<p>Handwriting is fluent and joined.</p>

Year 6: Writing Process	Common exception words
<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>

Writing for a purpose	Examples
<p>Writing to entertain Stories are well developed with opening, build up, dilemma, resolution and ending Characters are developed through show not tell Paragraphs well developed and enough detail engages the reader throughout Structures and effects drawn from reading Vocabulary is well chosen – adjectives, verbs, precise nouns, adverbs</p>	<ul style="list-style-type: none"> Stories Descriptions Poetry Characters/settings
<p>Writing to inform Paragraphs used to group related ideas Topic sentence and related detail Subheadings to label content Technical language formality – no contractions, formal language, begins to use appropriate register more consistently</p>	<ul style="list-style-type: none"> Explanation Recount Letter Biography Newspaper article
<p>Writing to persuade Use of 2nd person Planned repetition Facts & Statistics Emotive language to influence reader Imperatives to convey urgency and modals to express certainty</p>	<ul style="list-style-type: none"> Advertising Letter Speech Poster
<p>Writing to discuss Appropriate use of cohesive devices Use of subjunctive form where needed Use paragraphs to structure arguments Maintain formal / impersonal tone</p>	<ul style="list-style-type: none"> Balanced argument Newspaper article Review

Statement	Evidence
<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)</p>	<p>Year 6 writers at National Standards make links between their reading and their writing and use models and language from reading to construct texts. They identify the purpose and audience for their writing and choose the appropriate form and voice for the writing. Ideas both in narrative and non-narrative writing are developed and sustained, supported by the use of paragraphs with topic sentences which guide the reader and signal changes in subject. In non-narrative organisational devices guide the reader. All forms of writing show clear cohesive links. Standard English is consistently used with an understanding of the level of formality required by the chosen purpose and audience.</p>
<p>In narratives, describe settings, characters and atmosphere</p>	<p>Pupils draw upon their reading to describe and develop settings in narrative. They use well-chosen vocabulary to create setting and atmosphere. Sentence construction is also varied which helps to create atmosphere. Characters are convincingly created through show not tell.</p> <p>Noun phrases contribute to atmospheric effect (the undergrowth around long gnarled branches...The smoking moon...a river of shattered glass...A great orb of light...An uneasy mist...overgrown weeds...a carpet of decaying leaves...the mysterious lane...a ghostly figure)</p> <p>Varied sentence construction</p>
<p>Integrate dialogue in narratives to convey character and advance the action</p>	<p>Pupils use dialogue effectively in narrative – showing character through what they say and what they do. The dialogue is well placed and balanced again narration. Character is also shown through how characters respond to one another. Dialogue also moves action on and is purposeful.</p> <p>“I told you not to go into the forbidden room.” The old woman’s voice was calm. “Y...you’re a monster! I must warn the others...” the pilgrim gasped, staggering backwards. “You know my secret – now you must die!” the woman snapped, grinning and showing her blood stained teeth.</p>
<p>Select vocabulary and grammatical structures that reflect what the</p>	<p>Across a range of genres and purposes, pupils choose vocabulary and grammatical structures which are appropriate to the task and mostly maintain this and an appropriate register throughout.</p>

<p>writing requires, doing this mostly appropriately (e.g. contracted forms in dialogue; passive verbs to affect how information is presented; using modal verbs for possibility, use a wide range of clause structures)</p>	<p>Wide range of sentence structures: Sighing deeply, he knew enough was enough. It was time to go to his parents. He asked them if they would move the mask for him because it was too heavy for him to lift: of course his parents said no, and that he was being ungrateful! Angrily, Josh turned away from them – he knew he was probably being childish but that mask really worried him. How was he ever going to get it out of his room? <i>Feeling isolated from the rest of the world,</i> Josh went slowly upstairs.</p> <p>When writing formally, keep consistency of vocabulary and grammatical structure so as not to undermine overall effect: If this is to no avail, acquire a chicken – possibly from the local farmyard. Pluck its tail feathers and place the now-naked chicken upon your boils as this should draw out the poison.</p> <p>Other: Use of subjunctive form where needed: If we were to leave this village, then the whole of England will suffer the consequences Use modal verbs to convey degrees of probability: It could be argued... Some might say... Use relative clauses to provide supporting detail: Do not despair, I have found a solution which will ease your worries Use expanded noun phrases to describe in detail: Out of the corner of her eye she noticed a village on a high mountain, surrounded by cherry blossoms Use passive voice to maintain impersonal tone: Our food and water will be supplied by our good neighbours... Or to create vulnerability in narrative: was this his fate – to be ripped apart and devoured by her?</p>
<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>	<p>Pupils write well developed paragraphs which are cohesive due to a wide range of devices.</p> <p>Use adverbials to provide cohesion across the text: Despite its flaws... On the other hand... While other people believe, on the other hand, on the contrary Cohesion, within and across sentences and paragraphs is achieved through the use of pronouns Ana stared at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep. Cohesion, within and across sentences and paragraphs is achieved through the repetition of vocabulary... She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes.... She peered down at the young soldier, with bafflement. The man had brown hair and ocean blue eyes... Cohesion within sentences is achieved through repetition of clause structures Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone. Cohesion is further supported through synonymous references to the same subject. The traveller/the weary pilgrim/he/him/</p>
<p>Use verb tenses consistently and correctly in their writing</p>	<p>The full range of verb tenses taught across KS2 are secure and used consistently/appropriately.</p>
<p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. commas, inverted commas, dashes, semi colons)</p>	<p>The use of the comma is secure and few errors are made with this.</p> <p>Colons and semi colons may be used to avoid ambiguity in more complex sentence constructions.</p> <p>Dashes used for effect as well as for parenthesis.</p>
<p>Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of more ambitious vocabulary. Spelling strategies and rules/patterns taught across KS2 are applied accurately</p>	
<p>Legible, fluent handwriting is maintained with a personal style evident</p>	