



**Writing**

	<b>Year 1 children should:</b>	<b>Year 2 children should:</b>	<b>Year 3 and 4 children should:</b>	<b>Year 5 and 6 children should:</b>
<b>Writing - Handwriting</b>	<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' and to practise these</li></ul>	<ul style="list-style-type: none"><li>• Form lower-case letters of the correct size relative to one another</li><li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• Use spacing between words that reflects the size of the letters.</li></ul>	<ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• Increase the legibility, consistency and quality of their handwriting.</li></ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li><li>• Choosing the writing implement that is best suited for a task.</li></ul>
<b>Writing - Composition</b>	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"><li>• Saying out loud what they are going to write about.</li><li>• Composing a sentence orally before writing it.</li><li>• Sequencing sentences to form short narratives.</li></ul>	<p><b>Develop positive attitudes towards stamina for writing by:</b></p> <ul style="list-style-type: none"><li>• Writing narratives about personal experiences and those of others (real and fictional).</li><li>• Writing about real events</li></ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li></ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li></ul>

	<ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with their teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Writing poetry</li> <li>• Writing for different purposes</li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and /or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating their writing with a teacher and other pupils.</li> <li>• 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.</li> <li>• Proof reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Discussing and recording ideas to draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English NC Appendix 2)</li> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices (for example: headings and subheadings.)</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmospheres and integrating dialogue to convey character and advance the action</li> <li>• Precising longer passages</li> <li>• Using a wide range of cohesive devices to build cohesion within and across paragraphs.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p><b>Evaluate and edit by:</b></p>
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			and controlling the tone and volume so that the meaning is clear.	<ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof reading for spelling and punctuation errors.</li> <li>• Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>
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**Vocabulary, Punctuation & Grammar**

	<b>Year 1 children should:</b>	<b>Year 2 children should:</b>	<b>Year 3 and 4 children should:</b>	<b>Year 5 and 6 children should:</b>
<b>Writing – Vocabulary, Punctuation &amp; Grammar (Appendix 2 – English Writing NC)</b>	<b>Develop their understanding of the concepts set out in the English National Curriculum Appendix 2 by:</b> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> </ul>	<b>Develop their understanding of the concepts set out in the English National Curriculum Appendix 2 by:</b> <ul style="list-style-type: none"> <li>• Learning how to use both familiar and new</li> </ul>	<b>Develop their understanding of the concepts set out in the English National Curriculum Appendix 2 by:</b> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than</li> </ul>	<b>Develop their understanding of the concepts set out in the English National Curriculum Appendix 2 by:</b> <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are</li> </ul>

	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using 'and'</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for the names of people, places, days of the week and the personal pronoun 'I'</li> <li>• Learning the grammar for Y1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<p>punctuation correctly. (See Appendix 2 – including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and singular possession.</p> <ul style="list-style-type: none"> <li>• Learning how to use sentences with different forms: statements, questions, exclamations and commands</li> <li>• Expanded noun phrases to describe and specify. E.g. the blue butterfly</li> <li>• The present and past tenses correctly and consistently including the progressive form.</li> <li>• Subordination (Using when, if, that, or, because) and co-ordination (or, and, but)</li> <li>• The grammar for Y2 in English Appendix 2.</li> <li>• Some features of written standard English.</li> <li>• Use and understand the grammatical terminology in Appendix 2 of English NC when discussing their writing.</li> </ul>	<p>once clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <ul style="list-style-type: none"> <li>• Using the present perfect form of verbs to mark the relationships of time and cause</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and preposition to express time and cause</li> <li>• Using fronted adverbials</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2.</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural and singular nouns</li> <li>• Using and punctuating direct speech</li> <li>• Use and understand the grammatical terminology in English NC Appendix 2 appropriately when discussing their writing and reading.</li> </ul>	<p>appropriate for formal speech and writing, including the subjunctive forms</p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using the present form of verbs to mark the relationships of time and cause</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Learning the grammar for Y5&amp;6 as set out in English NC Appendix 2.</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> </ul>
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