Cabot Learning Federation

I am a writer…

I am a writer. I can communicate my ideas for a purpose: to entertain, inform, explain or persuade. My writing skills enable me to transcend subject disciplines, and so I am able to write as storyteller, a poet, geographer, a scientist, a designer, an historian, a mathematician and an engineer. I have been empowered: I understand the technical disciplines of grammar, punctuation, sentence construction and text structure; I know the intent and affect these aspects of writing have on an intended audience. I can use accurate vocabulary. I create and craft ideas for audiences beyond my classroom.

Key Concepts for Writers

What is writing?	Key Concepts
The earliest known writing dates back to around 3,000 BC and is widely believed to have been invented by the Sumerians, living in major cities with centralised economies in what is now southern Iraq. Temple officials needed to keep records of the grain, sheep and cattle entering or leaving their stores and farms and it became impossible to rely on memory. An alternative method was required and the very earliest texts were pictures of the items scribes needed to record (known as pictographs). They began to draw marks in the clay to make up signs, which were standardised, so they could be recognised by many people. A wedge-shaped instrument (usually a cut reed) was used to press the signs into soft clay. This gave the writing system its name, 'cuneiform', meaning wedge-shaped. From these beginnings, cuneiform signs were put together and developed to represent sounds, so they could be used to record spoken language. Once this was achieved, ideas and concepts could be expressed and communicated in writing. Today writing continues to serve purpose: to inform, entertain, explain and persuade.	Writing has four intended purposes: inform, entertain, explain or persuade. Writing is presented in a range of formality. There are rules and disciplines to writing: These are the spelling of words; the grammatical accuracy of words and these words within sentences and the punctuation devices that help to clarify meaning. Vocabulary informs the accuracy of the intended written word. Words can be printed or presented in handwritten form

The Writing Process (The 7 Stages of the Writing Process | Bradford Research School)

According to the EEF's Improving Literacy in Key Stage 2 guidance report, writing can be broken down into seven stages: Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing.

Writing well is said to be a 'process that requires that the writer think carefully about the purpose for writing, plan what to say, plan how to say it, and understand what the reader needs to know.' (IES's practice guide 'Teaching Elementary School Students to be Effective Writers')

Audience and Purpose

When planning a unit of writing, a purpose for the writing should be identified.

Teachers should be asking themselves:

- What will children write?
- What is the intended purpose of writing?
- Who is the intended audience for their writing?

Identifying a motivating audience and purpose is the key to good writing – knowing what the publishing stage is going to look like will inform all the other elements of the writing process.

The most effective way to teach writing is to model it (see Alex Quigley's 'Modelling Writing Approaches). Going through the writing process themselves to create the final piece of writing also serves as a WAGOLL which pupils can refer to generates insight into the potential difficulties that children might have when writing.

Teachers shouldn't expect good writing if they have not modelled it themselves.

All stages of the writing process should be live-modelled, preferably using the I do/we do/you do approach.

Teachers need to be mindful of the following points:

- Whether pupils have been shown how to plan
- Whether the planning process has been modelled by deconstructing an existing text
- Whether pupils know who they can share with and get feedback from
- Whether pupils have been shown how to edit using some anonymised work or a deliberately written bad example
- Whether they (the teacher) have created an examples of the final published piece to share

The EEF guidance advocates a gradual release of support/scaffolding which can be applied to each stage of the writing process:

- An explicit description of the strategy and when and how it should be used;
- Modelling of the strategy in action by teachers and/or pupils
- Collaborative use of the strategy in action
- Guided practice using the strategy with gradual release of responsibility; and
- Independent use of the strategy

The evaluating stage

Without knowledge of who the audience are and what the purpose of the writing is, pupils (and teachers) will have very little to evaluate the writing against. It will be possible to evaluate it in terms of spelling, grammar, punctuation and handwriting, but not in terms of its composition, structure and overall effectiveness as a piece of writing.

In order to make the evaluating stage easier for children they need to have developed a set of goals in the planning stage. These goals should guide them at each stage, but care should be taken that these goals don't become a box ticking, writing by numbers activity.

The evaluating stage is the gateway to the sharing stage when peers and adults will also use the same set of goals to evaluate the work they are having shared with them.

When modelling the evaluating stage, teachers are giving pupils writing-specific strategies for self-regulation and metacognition. Pupils should be shown how to read their work, and the work of others, critically, asking themselves questions such as: *Is there enough detail? Do I say too much? Is it clear or confusing? Did I miss bits out?*

The revising stage

Revising is different to editing. The EEF summarise revising as **'making changes to the content** of writing in light of feedback and self-evaluation' whereas editing is 'making changes to ensure the text is accurate and coherent.' The report clarifies editing by saying that 'at this stage, spelling and

grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it.'

Revisions should be made to work to ensure that it is achieving the goals set at the beginning of the writing sequence – the audience and purpose should be taken into consideration. In order to revise work successfully, pupils will also need to have received feedback from the teacher on their planning and their first draft.

Pupils should be asking themselves the kind of questions they asked of themselves in the Evaluating Stage but this time they should be acting upon their evaluations by making changes and additions to their work.

Explicitly modelling how pupils might go about making changes and additions to their work needs to be modelled by the teacher.

Flexible use of the stages of the writing process

When writers are fluent in the seven stages of the writing process, they will find that they flit back and forth between the different stages. This too can and should be modelled and signposted to pupils as teachers require them to complete different tasks during the teaching sequence that leads up to the final piece of writing.

'*The writing process is the means through which a writer composes text.* ***Writing is not a linear process, writers should learn to move easily back and forth between components of the writing process, often altering their plans and revising their text along the way.'*** (p14, Teaching Elementary School Students to be Effective Writers)

Closing the Writing Gap

MODELLING WRITING APPROACHES

	MODELLING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
100% teacher modelling	*Live modelling, undertaken wholly by the teacher, with no direct pupil input. It typically includes a teacher 'think aloud', where they verbalise their thinking behind their writing moves as they enact them.*	This approach allows for pupils to devote all their mental effort to engaging with the ideas during composition, along with the moves being made by teachers at each step of the writing process.	The observation of the teacher demands concentration and potential passivity from pupils may see them not fully engage with the writing process. Pupils may not be able to make the jump to enacting the moves independently.
Whole class shared modelling	*Teacher led modelling of writing to the group, but interactive, with pupils contributing ideas, making suggested edits etc.*	This approach allows for pupils to be led by an expert, and so their ideas can be scaffolded, with discussion and shared insights aiding novice pupils who may struggle to produce complex writing independently.	The approach can be highly demanding and induce split attention, between following the teachers moves, contributing ideas, and listening to peers.
Small group shared modelling	*An interactive approach led by the teacher, but with a smaller group to allow for more detailed interactions and support of individuals.*	This approach offers the teacher opportunity to provide more individualised support for struggling writers. It offers a well-structured scaffold, whilst still ensuring pupils generate their own ideas.	This approach, by its nature, only reaches a small group, so it may have tricky implications for classroom management and the monitoring of the whole group, or require additional teaching time.
Partial modelling	*An interactive approach led by a teacher, who initiates a writing model, but then hands over responsibility for pupils to continue the writing task.*	This approach offers the benefit of pupils being able to devote attention to the teacher's expert writing moves, but then goes on to undertake scaffolded practice of their own writing moves.	This approach may encourage a reliance on teacher planning and initiating writing, and so potentially stunt independent writing. Pupils could struggle to sustain the model.
Modelling of examples and non-examples	*The teacher models effective writing by sharing expert examples and flawed exemplars by way of comparison.*	Pupils can benefit from the contrast of examples and non-examples, as they are exposed to excellent models, but can also critique flawed examples that expose common errors or misconceptions.	The selection, identification, or production of multiple examples can require intensive planning. Additionally, pupils may not be able to distinguish the errors in the non-examples, so new misconceptions may be formed.
Peer modelling	*Pupils write collaboratively, mostly independent of the teacher.*	This collaborative approach can encourage writing independence, whilst still having the supportive input of a peer/s. It can develop independent writing.	Even in collaboration, pupils may lack the knowledge to write effectively in collaboration. Also, effective peer working can be demanding and require significant scaffolding and skilled classroom management.

Key Knowledge, Vocabulary and Skills – Writers: Year Nursery

Early mark-making	Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
• Includes mark-making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols from left to right • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Attempts to write their own name or other names and words using combinations of lines, circles and curves or letter-type shapes				• Writing • Letter • Name (their own name)		
Ready for Year R - On entry to Year R children should be able to: • Begin to ascribe meaning to marks						

Key Knowledge, Vocabulary and Skills – Writers: Year Reception

Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting

Introduce: • Planning Tool –Story map /story mountain • Whole class retelling of story • Understanding of beginning/ middle / end • Retell simple 5-part story: *Once upon a time First / Then / Next But So Finally,…..happily ever after* • Non-fiction: Factual writing closely linked to a story • Simple factual sentences based around a theme • Names, Labels Captions, Lists Diagrams, Messages	Introduce: • Simple sentences Simple Conjunctions: *and who until but* • Say a sentence, write and read it back to check it makes sense. • Compound sentences using conjunctions (coordinating conjunctions) and / but • -'ly' openers Luckily / Unfortunately, 'Run' – • Repetition for rhythm: e.g. *He walked and he walked* • Repetition in description *e.g. a lean cat, a mean cat*	Introduce: • Determiners *the a my your an this that his her their some all* • Prepositions: *up down in into out to onto* • Adjectives e.g. *old, little, big, small, quiet* • Adverbs e.g. *luckily, unfortunately, fortunately* • Similes – using 'like'	Introduce: • Finger spaces • Full stops • Capital letters	Introduce: • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like	Children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Printing letters & capital letters for starting letter of own name Introduce: • Writing on the lines • Pre-cursive handwriting • Full stops • Capital letters to begin sentences.
Ready for Year 1 - On entry to Year 1 children should be able to: • Express their ideas and feelings about their experiences orally using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Write recognisable letters, most of which are correctly formed • Spell Phase 3 words by segmenting them and representing the sounds with a letter or letters • Write simple phrases and sentences, using finger spaces, that can be read by others.						

Key Knowledge, Vocabulary and Skills – Writers: Year 1

Ready for Year 1 - On entry to Year 1 children should be able to:

- Express their ideas and feelings about their experiences orally using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Write recognisable letters, most of which are correctly formed
- Spell Phase 3 words by segmenting them and representing the sounds with a letter or letters
- Write simple phrases and sentences, using finger spaces, that can be read by others.

Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
Consolidate Reception list Introduce: Fiction: • Planning Tools: Story map / story mountain (Refer to Story-Type grids), **oral rehearsal** • Plan opening around character(s), setting, time of day and type of weather • Understanding - beginning /middle /end to a story Understanding] • 5 parts to a story: o Opening Once upon a time… o Build-up One day… o Problem / Dilemma Suddenly,../ Unfortunately,… o Resolution Fortunately,… o Ending Finally,…. Consolidate Non-fiction: • Planning tools: text map / washing line • Heading • Introduction Opening factual statement • Middle section(s) Simple factual sentences around a them • Bullet points for instructions • Labelled diagrams • Ending Concluding sentence • Generally use past and present tense accurately • **Write effectively for a range of purposes and audiences** • **Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading**	Consolidate Reception list • Introduce: Types of sentences: *Statements, questions, exclamations* and commands • Simple Conjunctions: ***and*** • Simple sentences e.g. *I went to the park. The castle is haunted.* • Embellished simple sentences using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* • Sequence of linked sentences • 'Run' - Repetition for rhythm e.g. *He walked and he walked and he walked.* • Repetition for description e.g. *a lean cat, a mean cat a green dragon, a fiery dragon* • **Use *because* and *but* to join clauses** • **Also as openers: *While… When… Where… -'ly' openers Fortunately,…Unfortunately, Sadly,…*** • **Compound sentences using conjunctions (coordinating conjunctions) *and/or/ but/so* e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.*** • Consolidate Reception list Introduce: • Prepositions: *inside outside towards across under* • Determiners: *the a my your an this that his her their some all lots of many more those these* • Adjectives to describe *e.g. The old house… The huge elephant…* • Alliteration *e.g. dangerous dragon slimy snake* • Similes using as….as… e.g. as tall as a house as red as a radish • Precise, clear language to give information *e.g. First, switch on the red button. Next, wait for the green light to flash...* • Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) • **Uses simple noun phrases e.g. a huge, scary monster. A brilliant day out.** • **Consistently use vocabulary from across the curriculum in their writing**	Consolidate Reception list Introduce: • Capital Letters: Capital letter for names • Capital letter for the personal pronoun I • Capital letter for proper nouns • Full stops • Question marks • Exclamation marks • **Bullet points**	Consolidate: • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' • Prefix-'un' • Suffix Introduce: • Punctuation • Question mark • Exclamation mark* • Bullet points • Singular/ plural	• spell the Y1 common exception words (appendix 1 in NC) • spell words containing each of the 40+ phonemes already taught • spell days of the week • names the letters of the alphabet in order • use letter sounds to distinguish between alternate spellings of the same sound • spell verbs ending in -ing, -ed and –er • spell words containing the range of Y1 phonemes • spell adjectives ending in -er and –est • spell words using the prefix un- • Can use -s or -es for the third person singular marker for verbs • spell plural nouns by adding –s and –es • spell compound words correctly • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words • **Consistently apply Y1 spelling expectations across their writing**	Consolidate: • Sit correctly at the table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form all capital letters correctly • Form all digits 0 - 9 correctly • Leave spaces between words • Understand which letters belong to which family (e.g. tall letters, long letters). Introduce: • Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters **Editing** • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

Ready for Year 2 - On entry to Year 2 children should be able to:

- spell the Year 1 common exception words
- accurately read and write using the Year 1 phonemes
- Write to convey information using and to join words and clauses
- Use many full stops accurately at the end of sentence.
- Use many capital letters accurately at the start of sentences.
- form lower case letters capital letters and digits 0-9 correctly and understand which letters belong to which family

Key Knowledge, Vocabulary and Skills – Writers: Year 2

Ready for Year 2 - On entry to Year 2 children should be able to:

- spell the Year 1 common exception words
- accurately read and write using the Year 1 phonemes
- add –er, -est, -ing, -ed where there's no change in the spelling of the root word
- form lower case letters capital letters and digits 0-9 correctly and understand which letters belong to which family
- proof read and edit their writing using word banks, displays, guided work and response to marking

Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
• Consolidate Year 1 list Introduce: Fiction • Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid • Plan opening around character(s), setting, time of day and type of weather • Understanding 5 parts to a story with more complex vocabulary o Opening eg *In a land far away* o Build-up eg *Later that day* o Problem / Dilemma *To his amazement* o Resolution eg *As soon as* o Ending eg *Luckily, Fortunately,* o Ending should be a section rather than one final sentence Non-Fiction Introduce: • Secure use of planning tools: Text map / washing line / 'Boxing-up' grid • Introduction: o Heading o Hook to engage o Factual statement o Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken/ Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming, he was shouting)* • **Write effectively for a range of purposes and audiences** • **Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading.**	• Consolidate Year 1 list Introduce: • Types of sentences: Statements, Questions, Exclamations, Commands • Vary openers to sentences • Embellished simple sentences using: adjectives eg *The boys peeped inside the dark cave.* adverbs eg *Tom ran quickly down the hill.* • Secure use of compound sentences (Coordination) using conjunctions: *and/ or / but / so / yet* (coordinating conjunctions) • Complex sentences (subordination) using: • Additional subordinating conjunctions: *when/ because/ that/ if/* eg: Brunel was an important person because he invented Clifton Suspension Bridge. • Expanded noun phrases Eg. The girl's beautiful dress. • List of 3 for description eg *He wore old shoes, a dark cloak and a red hat.* • **-'ly' adverbials** **eg *Usually, Eventually, Finally, Carefully, Slowly, …***	Consolidate Year 1 list Introduce: • Prepositions: *behind above along before between after* • Alliteration eg *wicked witch* • Similes using … like … *… like sizzling sausages* *…hot like a fire* • Two adjectives to describe the noun *The scary, old woman …* • Adverbs for description *Snow fell gently and covered the cottage in the wood.* • Adverbs for information Lift the pot carefully onto the tray. • Generalisers for information, Most dogs … Some cats … • Formation of nouns using suffixes such as –ness, –er • Formation of adjectives • **Use suffixes such as –ful, –less, -ment, -ness, -ly** (A fuller list of suffixes can be found in the spelling appendix.) • Use of the suffixes –ed, -ing, –er and –est to form comparisons of adjectives and adverbs • Add –ies to make plurals where a change in the root word is necessary • Use a variety of simple pronouns – he, she, the girl, Lucy • Use progressive form of verbs – I was running. They are cooking dinner. We were playing in the garden. It was raining all day. • Use past and present tense correctly and consistently • **Consistently use vocabulary from across the curriculum in their writing**	Consolidate Year 1 list Introduce: • Demarcate sentences: • Capital letters • Full stops • Question marks • Exclamation marks • Commas to separate items in a list • *Apostrophes to mark contracted forms in spelling* *don't, can't* • *Apostrophes to mark singular possession eg the cat's name* • **Comma after –ly opener** ***Fortunately, … Slowly, …***	Consolidate: • Punctuation o Finger spaces o Letter o Word o Sentence o Full stops o Capital letter o Question mark o Exclamation mark o Bullet points • Singular/ plural o Adjective o Verb o Conjunction o Alliteration o Simile – 'as'/ 'like' Introduce: • **Apostrophe (contractions and singular possession)** • Commas for description • **Commas in a list** • 'Speech marks' • Suffix • Prefix • Verb / adverb • Statement question exclamation • Command (Bossy verbs) • Tense (past, present, future) ie not in bold • Adjective / noun • Noun phrases to describe and specify • Generalisers • **Exclamation marks as an indicator to the reader**	• Can spell most the Y2 common exception words and homophones • Segmenting spoken words into phonemes and representing these by graphemes, spelling many or most correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell more words with contracted forms • Distinguishing between homophones and near-homophones • Learning the possessive apostrophe (singular) [for example, the girl's book] • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Can spell words using Y2 suffixes and rules for plurals • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Can spell words containing the range of Y2 phonemes • Words ending in –tion • Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • **Consistently apply Y2 spelling expectations across writing**	• Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters • **Use joined handwriting most of the time** **Editing** • **Use a dictionary** • Read writing aloud to make intonation clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing** • **Proof-read and edit writing in relation to Y2 grammar and spelling expectations**

Ready for Year 3 - On entry to Year 3 children should be able to: (Year 2 TAF)

- Spell some KS1 common exception words correctly
- Spell using the KS1 phonemes mostly
- Add -er, -est, -ing, -ed, -s where there is no change to the root word e.g. jump, jumping, jumper
- Demarcate most sentences accurately with full stops and capital letters
- Form letters of the correct size relative to one another
- Use expanded noun phrases to add detail e.g. the scary dargon, red hot flames

- Write sentences that make sense

Key Knowledge, Vocabulary and Skills – Writers: Year 3

Ready for Year 3 - On entry to Year 3 children should be able to: (Year 2 TAF)

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- Demarcate most sentences accurately with full stops and capital letters
- Form letters of the correct size relative to one another
- Use expanded noun phrases to add detail e.g. the scary dargon, red hot flames
- Write sentences that make sense

Composition

Consolidate Year 2 list

Introduce:
Fiction

- Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid

(Refer to Story-Type grids)

- Plan opening around character(s), setting, time of day and type of weather
- Paragraphs to organise ideas into each story part
- Extended vocabulary to introduce 5 story parts:
  - Introduction –should include detailed description of setting or characters
  - Build-up –build in some suspense towards the problem or dilemma
  - Problem / Dilemma –include detail of actions / dialogue
  - Resolution - should link with the problem
  - Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Non-Fiction
Introduce:

- Secure use of planning tools:

e.g. Text map, washing line, 'Boxing –up' grid, story grids

- Paragraphs to organise ideas around a theme
- Introduction
  Develop hook to introduce and tempt reader in e.g.
  Who….? What….? Where….? Why….? When….? How….?
- Middle Section(s)

Group related ideas /facts into paragraphs
Sub headings and headings, columns, logical sequencing and captions to introduce sections / paragraphs in fiction and non-fiction writing

- Topic sentences to introduce paragraphs
- Lists of steps to be taken
- Bullet points for facts
  Flow diagram
  Develop Ending
  Personal response
  Extra information / reminders
  e.g. *Information boxes/ Five Amazing Facts Wow comment*

Sentence Structure

Consolidate Year 2 list

Introduce:

- Vary long and short sentences:
- Long sentences to add description or information.
- Short sentences for emphasis and making key points e.g.
  Sam was really unhappy. Visit the farm now.
- Embellished simple sentences:
- Adverb starters to add detail e.g.
  - *Carefully, she crawled along the floor of the cave….*
  - Amazingly, small insects can….
- Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)
  - *A few days ago, we discovered a hidden box.*
  - *At the back of the eye, is the retina.*
  - *In a strange way, he looked at me.*
- *Prepositional phrases to place the action: on the mat; behind the tree, in the air*
- Compound sentences (Coordination)

using conjunctions:
and/ or / but / so / for /nor / yet / although / while / as / because
(coordinating conjunctions)

- Develop complex sentences (Subordination) with range of subordinating conjunctions
  -'ing' clauses as starters e.g.
  Sighing, the boy finished his homework.
  Grunting, the pig lay down to sleep.
- Sentence of 3 for description e.g.
  The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.
- Pattern of 3 for persuasion e.g.
  Visit, Swim, Enjoy!
- Topic sentences to introduce non-fiction paragraphs e.g.

Dragons are found across the world.

Dialogue –powerful speech verb
e.g. *"Hello," she whispered.*

Cohesion

Consolidate Year 2 list

Introduce:

- Prepositions
  Next to by the side of
  In front of during
  through throughout
  because of
- Powerful verbs
  e.g. *stare, tremble, slither*
- Use present perfect form of verb e.g. He had left that morning… She has baked cakes for years.. They have moved to France…
- Boastful Language
  e.g. *magnificent, unbelievable, exciting!*
- Use a range of adverbs, conjunctions and prepositions for time, place and cause
- More specific / technical vocabulary to add detail
  e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*
  Drops of rain pounded on the corrugated, tin roof.
- Nouns formed from prefixes
  e.g. *auto… super…anti…*
- Word Families based on common words
  e.g. *teacher –teach, beauty – beautiful*
- Use of determiners a or an according to whether next word begins with a vowel
  e.g. *a rock, an open box*
- Use pronouns and nouns to aid cohesion with sentences
- **Consistently use vocabulary from across the curriculum in their writing**

Punctuation

Consolidate Year 2 list

Introduce:

- Secure use of inverted commas for direct speech
- Secure the use of commas in a list
- Secure use of apostrophes for contractions and singular possession
- **Demarcate speech with all necessary punctuation**
- **Use of commas after fronted adverbials (e.g. *Later that day, I heard the bad news.*)**

Terminology

Consolidate:

Punctuation

- Finger spaces
- Letter
- Word
- Sentence
- Statement question exclamation
- Command
- Full stops
- Capital letter
- Question mark
- Exclamation mark
- Speech bubble
- 'Speech marks'
- Bullet points
- Apostrophe (contractions only)
- Commas for sentence of 3 – description

- Singular/ plural
- Suffix
- Adjective / noun / Noun phrases Verb / adverb
- Imperative verbs
- Tense (past, present, future)
- Conjunction
- Generalisers
- Alliteration
- Simile – 'as'/ 'like'

Introduce:

- Word family
- Conjunction
- Adverb
- Preposition
- Direct speech
- Inverted commas
- Prefix
- Consonant/Vowel
- Clause
- Subordinate clause
- Determiner
- Synonyms
- Imperative
- Subordinating conjunction
- Commas in a list
- Fronted adverbial

Spelling

Consolidate Year 2 list

- Can spell at least half of the Y3/4 common exception words, homophones and words from other origins
- Can spell words using some of the Y3/4 prefixes and suffixes
- Can use the first 2 letters of a word to check spellings in a dictionary
- **Consistently apply Y3 spelling expectations across writing**

Handwriting

- Consolidate Year 2 expectations
- Write in a legible, joined and consistent style

Editing

- Use a dictionary
- Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations
- Proof-read and edit own writing
- Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear
- **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**
- **Proof-read and edit writing in relation to Y3 grammar and spelling expectations**

Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said.* • Use of present perfect instead of simple past. *He has left his hat behind,* as opposed to *He left his hat behind.* • **Secure use of paragraphing** • **Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading**	• **Understand the concept of a main and subordinate clause**					

Ready for Year 4 - On entry to Year 4 children should be able to:

- Spell KS1 common exception words as well as some Y3/4 words accurately.
- Use the following punctuation securely: full stops, capital letters, question marks and commas for lists.
- Use a range of adverbs for time (e.g. later, soon, next) and place (e.g. here, there, away, nearby)
- Use simple past and present tense mostly accurately.
- Use a range of coordinating and subordinating conjunctions.
- Use apostrophes for contractions e.g. can't, won't, shouldn't and possession e.g Bill's, Mrs Smith's correctly

Key Knowledge, Vocabulary and Skills – Writers: Year 4

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Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 3 list Introduce: • Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids • Plan opening using: Description /action • Paragraphs: to organise each part of story to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma • Developed 5 parts to story *Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters* • Develop settings linked to genre and intended effect • Develop characters Non-Fiction o Introduce: Secure use of planning tools: o Text map/ washing line/ 'Boxing –up' grid o Paragraphs to organise ideas around a theme Logical organisation o Group related paragraphs o Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. o Use of bullet points, diagrams *Introduction Middle section(s)* o *Ending: Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion* o **Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading**	Consolidate Year 3 list Introduce: • Standard English for verb inflections instead of local spoken forms • Long and short sentences: Long sentences to enhance description or information • Short sentences to move events on quickly e.g. *It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.* • Secure use of simple / embellished simple sentences • Secure use of compound sentences (Coordination) using coordinating conjunction *and / or / but / so / for / nor / yet* (coordinating conjunctions) • Develop complex sentences: (Subordination) • Write complex sentences with the subordinate clause at the start and at the end of the sentence • Main and subordinate clauses with range of subordinating conjunctions. • -'ed' clauses as starters e.g. *Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.* • Expanded -'ing' clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.* • Drop in –'ing' clause e.g. *Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.* • Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.* • Repetition to persuade e.g. Find us to find the fun • Dialogue - verb + adverb - *"Hello," she whispered, shyly.* • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition • Use noun phrases expanded with modifying adjectives, modifying nouns and prepositional phrases • Use fronted adverbial for time, manner and place • Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs	Consolidate Year 3 list Introduce: • Prepositions *at underneath since towards beneath beyond* • Conditionals - *could, should, would* • Comparative and superlative adjectives e.g. *small…smaller…sm allest good…better…best* • Proper nouns refers to a particular person or thing e.g. *Monday, Jessica, October, England* • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) • Possessive pronouns e.g. hers, theirs, ours, yours, mine • Understand the difference between plural and possessive –s • **Correct verb tense and form**	Consolidate Year 3 list Introduce: • Commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural. • **Secure use of commas to separate main and subordinate clauses**	Consolidate: Punctuation: o Finger spaces o Letter o Word o Sentence o Statement question exclamation Command o Full stops o Capital letter o Question mark o Exclamation mark o Speech bubble o Direct speech o Inverted commas o Bullet points o Apostrophe (contractions only) o Commas for sentence of 3 – description, action o Colon - instructions • Singular/ plural Suffix/ Prefix Word family Consonant/Vowel • Adjective / noun / noun phrase • Verb / Adverb Bossy verbs - imperative • Tense (past, present, future) • Conjunction • Preposition • Determiner/ generaliser Clause • Subordinate clause • Relative clause • Relative pronoun • Alliteration Simile – 'as'/ 'like' Synonyms Introduce: • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession	Consolidate Year 3 expectations. • **Use prefixes and suffixes from Y3/4 appendix and know how to add them** • Spell and use words which are often misspelled from the y3/4 word list • **Spell and use homophones and near homophones from the y3/4/ list** • Use the suffixes tion, ation, sion,cian to form nouns • Use and spell the 'in' prefix when it is changed to il, ir,im • Use the suffix ly to form adverbs • Use the suffix ous to form adjectives • Spell words with : ou,ch,que, gue, sc from the spelling appendix • Write simple dictated words and sentences that include spelling (and punctuation) taught • **Use dictionaries** effectively using 1st 3 letters of a word to check spelling. • **Consistently apply Y4 spellings across their writing**	• Increase legibility, consistency, quality of handwriting, e.g. downstrokes parallel and equal • Use joined writing consistently **Editing** • Use a dictionary • Evaluate writing through discussion and make improvements through revising the grammar, spelling and vocabulary in relation to the Y4 expectations • Proof-read and edit writing • Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing** • **Consistently use vocabulary from across the curriculum in their writing**

	• **Secure cohesion with paragraphs** • **Maintain an appropriate level of formality throughout writing**					

Ready for Year 5 - On entry to Year 5 children should be able to:

- Spell most words from the Year 3/4 list correctly.
- Use co-ordinating and subordinating conjunctions.
- Identify main and subordinate clauses.
- Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks.
- Use apostrophes for contractions and singular possession accurately.
- Use speech marks around direct speech with some accuracy.
- Use commas in lists.
- Use simple paragraphs.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another, are best left un-joined.

Key Knowledge, Vocabulary and Skills – Writers: Year 5

Ready for Year 5 - On entry to Year 5 children should be able to:

- Spell most words from the Year 3/4 list correctly.
- Use co-ordinating and subordinating conjunctions.
- Identify main and subordinate clauses.
- Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks.
- Use apostrophes for contractions and singular possession accurately.
- Use speech marks around direct speech with some accuracy.
- Use commas in lists.
- Use simple paragraphs.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another, are best left un-joined.

Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 4 list Introduce: • Secure independent use of planning tools • Story mountain /grids/flow diagrams (Refer to Story Types grids) • Plan opening using: Description /action/dialogue • Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. • Use a range of cohesive devices within and between paragraphs • Develop setting and atmosphere in detail • Develop characterisation by drawing on their reading • Write with appropriate levels formality to fit with audience and purpose • Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks o Introduction –should include action / description - character or setting / dialogue o Build-up –develop suspense techniques o Problem / Dilemma –may be more than one problem to be resolved o Resolution –clear links with dilemma o Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question . Non -Fiction Introduce: • Independent planning across all genres and application • Secure use of range of layouts suitable to text. • Structure: Introduction / Middle / Ending Secure use of paragraphs: • Use a variety of ways to open texts and draw reader in and make the purpose clear • Link ideas within and across paragraphs using a full range of conjunctions and signposts Use rhetorical questions to draw reader in	Consolidate Year 4 list Introduce: • Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. • Secure use of simple / embellished simple sentences • Secure use of compound sentences • Use embedded clauses • Write sentences with subordinate clause at the beginning and end • Use defining and non-defining relative clauses: o Defining: provide essential information, no commas needed o Non-defining: provide additional information, needs commas • Develop complex sentences: (Subordination) • Main and subordinate clauses with full range of conjunctions: o Expanded –ed clauses as starters e.g. *Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.* o Elaboration of starters using adverbial phrases e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.* o Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* • Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect • Moving sentence chunks (how, when, where) around for different effects e.g. *The siren echoed loudly ….through the lonely streets ….at midnight* • Use of rhetorical questions • Stage directions in speech (speech + verb + action) e.g. "*Stop!*" he shouted, picking up the stick and running after the thief. • Indicating degrees of possibility using modal verbs	Consolidate Year 4 list Introduce: • Metaphor • Personification • Onomatopoeia • Empty words *e.g. someone, somewhere was out to get him* • Developed use of technical language • Converting nouns or adjectives into verbs using suffixes *(e.g. –ate; –ise; –ify)* • Verb prefixes *(e.g. dis–, de–, mis–, over– and re–)* • Indicate degrees of possibility using modal verbs e.g. could, should, would, may, might, will • Indicate degrees of possibility using adverbs e.g. perhaps, surely, possibly, certainly • Relative pronouns e.g. who, which, where, when, that, whose • Use a thesaurus effectively • **Begin to experiment with using passive voice**	Consolidate Year 4 list Introduce: • Rhetorical question • Dashes for after thoughts • Brackets/dashes/commas for parenthesis • Colons • Use of commas to clarify meaning or avoid ambiguity • Comma to separate main and subordinate clause • Commas to mark non-defining relative clauses • **Use semi-colons to separate main clauses**	Consolidate: Punctuation: • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash • Singular/ plural • Suffix/ Prefix • Word family • Consonant/Vowel • Adjective / noun / noun phrase • Verb / Adverb • Bossy verbs - imperative • Tense (past, present, future) • Conjunction / Conjunction Preposition Determiner/ generaliser • Pronoun – relative/ possessive Clause • Subordinate/ relative clause Adverbial • Fronted adverbial • Alliteration • Simile – 'as'/ 'like' • Synonyms Introduce: • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket - dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question	Consolidate Year 4 expectations. Refer to Y5 HVA Spelling Bank: • Spell some words with silent letters • spell words anding in cious or tious • Spell words ending in tial or cial • Spell words with the sound spelt ei after ce (e.g. receive, ceiling) • Convert nouns or adjectives into verbs using suffixes e.g. ise, ify,ate • Spell words ending in -ant, -ance/ancy and -ent, -ence/ency • Spell words ending in -able, ible, -ably and -ibly • Words containing the letter string -ough • Use and spell verb prefixes, dis- ,de-,mis-, over-, re- • Spell homophones and other words which are often confused • Use a dictionary to check spelling and meaning • **Consistently apply Y5 spelling expectations across their writing**	• Write legibly, fluently and with increasing speed • Choose whether or not to join specific letters. • Choose the writing implement best suited to the task. • Use legible, joined writing consistently **Editing** • Evaluate writing through discussion and make improvements through revising grammar and vocabulary in relation to Y5 expectations • Proof-read and edit writing • Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

• Express own opinions clearly • Consistently maintain viewpoint • Summary clear at the end to appeal directly to the reader • **Manipulate formality in different types of writing**	*(e.g. might, should, will, must) or adverbs (perhaps, surely)* • **Secure use of a range of sentence structures** • **Begin to manipulate clauses for effect**					
Ready for Year 6 - On entry to Year 6 children should be able to: • Meet expectations of the Y5 spelling programme and spell some of the Year 5/6 words correctly • Use relative and embedded clauses • Use all Year 5 punctuation consistently and accurately, including commas to separate clauses • Maintain cohesion within and between paragraphs						

Key Knowledge, Vocabulary and Skills – Writers: Year 6

Ready for Year 6 - On entry to Year 6 children should be able to:

- Meet expectations of the Y5 spelling programme and spell some of the Year 5/6 words correctly
- Use relative and embedded clauses
- Use all Year 5 punctuation consistently and accurately, including commas to separate clauses
- Maintain cohesion within and between paragraphs

Composition	Sentence Structure	Cohesion	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 5 list • Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips • Start story at any point of the 5 part structure • Maintain plot consistently working from plan • Paragraphs -Secure use of linking ideas within and across paragraphs • Secure development of characterisation Non-fiction: • Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose • Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic • Use different techniques to conclude texts Use appropriate formal and informal styles of writing • Choose or create publishing format to enhance text type and engage the reader • Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision • Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text • Manipulate and control the use of narrative language features e.g. power of 3, repetition, time and pace, passive voice, dialect • Manipulate and control the use of non-fiction language features e.g. technical vocab, rhetorical questions, passive voice • Manipulate and control the use of organisational features • Use a range of devices to build cohesion within and between paragraphs e.g. repetition, adverbials, ellipsis, referencing, noun/pronoun chains • **Distinguish between the language of speech and writing and choose the appropriate register**	Consolidate Year 5 list • Secure use of simple / embellished simple sentences • Secure use of compound sentences • Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: • Active and passive verbs to create effect and to affect presentation of information e.g. *Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated.* • Developed use of rhetorical questions for persuasion • Expanded noun phrases to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)* • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you* . • Use formal and informal question tags e.g. You don't want the forests to die, do you? • Use dialogue to convey character and advance the action • Use a range of simple, complex and compound sentences, moving the position of the subordinate clause •	Consolidate Year 5 list • Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little • Use passive voice to create empathy or suspense • Use passive voice to create formal tone • Use a range of figurative language – similes, metaphors, personification, allusion, idioms • Correct use of dictionary and thesaurus • **Manipulate the language and grammar taught within a range of independent writing, drawing on their own reading** • **Consistently use vocab from across the curriculum in their writing**	Consolidate Year 5 list • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. • Use of colon to introduce a list and semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity *(e.g. man eating shark versus man-eating shark, or recover versus re-cover)* • Use colons to mark independent clauses • **Use full range of punctuation taught at KS2 appropriately** • **Use punctuation to avoid ambiguity or enhance meaning e.g. defining and non-defining relative clauses clearly marked, punctuation for emphasis and effect**	Consolidate: • punctuation • letter/ Word • sentence • statement • question • exclamation • command • Full stops/ Capitals • Question mark • Exclamation mark • Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • bracket- dash • Singular/ plural • Suffix/ Prefix • Word family • Consonant/Vowel • Adjective / noun / noun phrase	Consolidate KS2 expectations. • spell correctly most words from the year 5 / year 6 spelling list • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Spell most words from Y5/6 list accurately and apply these in writing • **Apply Y6 spelling expectations across writing**	• Use legible and joined writing consistently when writing at speed **Editing** • Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 expectations • Proof-read and edit writing • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

• **Demonstrate an assured and conscious levels of control over formality**						

Ready for Year 7 - On entry to Year 7 children should be able to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g.1st person in a diary; direct address in instructions & persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.2