

Grayrigg CE Primary School writing overview

	Year 1	Year 2
Working Towards	<p>To use their own simple story ideas or retell a familiar story using short, simplistic sentences.</p> <p>To reread their writing aloud to check that it makes sense</p> <p>To use adjectives that have been modelled.</p> <p>To use simple sentence structures (which may often be repetitive).</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Finger spaces.</p> <p>Full stops to end sentences.</p> <p>To spell some words containing previously taught phonemes and GPCs accurately</p> <p>To spell some Y1 common exception words accurately (from English Appendix 1).</p> <p>To write lower case letters in the correct direction, starting and finishing in the right place.</p>	<p>Write sentences that are sequenced to form short narratives (real or fictional)</p> <p>Some use of</p> <p>Capital letters and</p> <p>Full stops</p> <p>Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others</p> <p>Spell some common exception words</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p>
Working at expected	<p>To write sentences in order to create short narratives and non-fiction texts.</p> <p>To use some features of different text types (although these may not be consistent).</p> <p>To reread their writing to check that it makes sense and make suggested changes.</p> <p>To use adjectives to describe.</p> <p>To use simple sentence structures</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Some use of</p> <p>Exclamation marks.</p> <p>Question marks.</p> <p>To spell most words containing previously taught phonemes and GPCs accurately.</p> <p>To Spell most common exception words</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un'.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>Write simple and coherent narratives about personal experience and those of others (real or fictional)</p> <p>Write about real events recording these simply and clearly</p> <p>Use present and past tense correctly and consistently</p> <p>Use coordination (and/ but/ or) and subordination (when/ if/ that/ because)</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others</p> <p>Spell many common exception words</p> <p>Demarcate most sentences with</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflect the size of the letters</p>
Greater Depth	<p>To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.</p> <p>To reread their writing to check that it makes sense and independently make changes.</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group).</p> <p>To use simple and compound sentence structures.</p> <p>Consistently use correctly</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Finger spaces.</p> <p>Full stops to end sentences.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</p>	<p>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revision and proof-reading corrections to their own writing</p> <p>Use punctuation taught at KS1 mostly correctly</p> <p>Spell most common exception words</p> <p>Add suffixes to most words correctly in withier writing (-ment, -ful, -ness, -ly, -less)</p> <p>Use diagonal and horizontal strokes needed to join some letters</p>

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	Year 3	Year 4
Working Towards	<p>To orally rehearse their ideas for writing and record their ideas using a modelled planning format</p> <p>To demonstrate some understanding of purpose and audience</p> <p>To use simple structure of a wide range of text types</p> <p>To proof read their work for errors and make simple improvements with support</p> <p>To make more ambitious words choices (may reflected modelled language from teacher)</p> <p>Usually maintain the correct tense</p> <p>Use full range of punctuation form other year groups including:</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Questions marks</p> <p>Commas in a list</p> <p>Apostrophes for possession and contractions</p> <p>Inverted commas for direct speech</p> <p>To use a range of conjunctions</p> <p>To spell some words with prefixes – ir –auto –in – dis- super – anti</p> <p>To spell some words with suffixes –ly –ous – ation</p> <p>To spell some year 3 common exception words</p> <p>To use joined cursive writing</p>	<p>To use a consistent and appropriate structure in fiction and non- fiction</p> <p>To write narratives with a clear beginning, middle and end with a clear plot</p> <p>To proof read their own and others writing with growing confidence</p> <p>To create more detailed settings, characters and plot,</p> <p>To organise paragraphs around a theme</p> <p>To maintain tense throughout a piece of writing</p> <p>Use 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</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Apostrophes for singular possession and plural possession</p> <p>Expanded noun phrases – modifying adjectives, and prepositions,</p> <p>To use pronouns to aid cohesions and avoid repetition</p> <p>To spell most words with prefixes/suffixes correctly</p> <p>To spell most homophones correctly</p> <p>To spell many common exception words</p> <p>To use neat joined cursive handwriting</p>
Working at expected	<p>To begin to plan their own writing</p> <p>To demonstrate an increase understanding of purpose and audience</p> <p>To use the structure of a wide range of text types</p> <p>Proof read theirs and others’ work to check for errors and make improvements</p> <p>To make ambitious word choices</p> <p>To create setting, character and plot</p> <p>To organise paragraphs into themes</p> <p>To use subordinate clauses</p> <p>To begin to use adverbs, prepositions to show time, place and cause</p> <p>Use ‘a’ or ‘an’ correctly</p> <p>To begin to spell homophones correctly – which witch</p>	<p>To write a range of narratives and non-fiction using a consistent and appropriate structure</p> <p>To proof rather own and others’ work making clear and accurate amendments</p> <p>To create a more detailed setting, characters and plot to fully engage the reader</p> <p>To consistently organise paragraphs around a theme</p> <p>To maintain tense throughout a piece</p> <p>To use all necessary punctuation</p> <p>To use all punctuation from preceding year groups</p> <p>To use singular possession and plural possession apostrophes with accuracy</p> <p>To demarcate fronted adverbials with commas consistently.</p> <p>To use nouns and pronouns effectively to aid cohesion</p> <p>To spell all words with prefixes/suffixes correctly</p> <p>To spell all homophones correctly</p>
Greater Depth	<p>To plan and write with an understanding of purpose and audience</p> <p>To make deliberate and ambitious words choices to add detail, effect and engage the reader</p> <p>To maintain the correct tense (including present perfect)</p> <p>To punctuate direct speech accurately</p> <p>To use subordinate clauses sometimes changing the position of the subordinate clause</p> <p>To use a range of coordinating and subordinating conjunctions</p> <p>To spell many of the Year 3 common exception words</p> <p>To use joined cursive handwriting</p>	<p>To write narratives that well well structured and well paced</p> <p>To proof own and others’ work making clear and accurate amendments consistently</p> <p>To create a more detailed setting, characters and plot to fully engage the reader consistently</p> <p>To consistently organise paragraphs around a theme and aid cohesion within paragraphs</p> <p>Always maintain tense</p> <p>Always use standard verb inflections accurately</p> <p>To use all punctuation consistently and accurately</p> <p>To use their knowledge of word families to aid spelling</p>

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	Year 5	Year 6
Working Towards	<p>To write for a range of purposes and audiences</p> <p>To select appropriate grammar and vocabulary to match the purpose</p> <p>To describe the setting, characters and atmosphere with and awareness of the reader</p> <p>To begin to use dialogue to convey character and action</p> <p>Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining</p> <p>To create paragraphs that are usually suitably linked (this may not be accurate)</p> <p>To proof read their work and others to assess and make necessary corrections</p> <p>Use the full range of punctuation from preceding year groups</p> <p>Being to use commas to clarify meaning</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Begin to experiment with relative clauses</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>To spell some words from Y5/6 word</p> <p>To spell some complex homophones</p>	<p>Write for a range of purposes</p> <p>Use paragraphs to organise ideas</p> <p>In narratives, describe settings</p> <p>In narratives describe characters</p> <p>In non narrative use simple devices to support the reader (Heading, subheading, bullet points)</p> <p>Using mostly correctly</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas for lists</p> <p>Apostrophes for contraction/possession</p> <p>Spelling most words correctly (year 3 and 4)</p> <p>Spelling some words correctly (year 5 and 6)</p> <p>Producing legible joined handwriting (at this standard there is no need for writing to be joined)</p>
Working at expected	<p>To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose</p> <p>To describe the setting, characters and atmosphere to consistently engage the reader</p> <p>To begin to use dialogue to convey character and action with increasing confidence</p> <p>To begin to proof read to precise longer passages by removing unwanted repetition</p> <p>To use commas to clarify meaning with increasing accuracy</p> <p>Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly</p> <p>To use relative clauses with relative pronoun</p> <p>Parenthesis, Brackets, Dashes, Commas</p> <p>To spell many words from Y5/6 word</p> <p>To spell many complex homophones</p> <p>To use consistently joined handwriting</p>	<p>Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1st person diary, direct address in persuasive writing)</p> <p>In narrative</p> <p>In narratives, describe settings</p> <p>In narratives describe characters</p> <p>In narratives, describe atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Using mostly correctly: inverted commas, commas for clarity, punctuation for parentheses, Contracted forms, Passive verbs, Modal verbs</p> <p>Use a range of devices to build cohesion</p> <p>Conjunctions, Fronted adverbials, Pronouns, Synonyms</p> <p>Spelling most words correctly (year 5 and 6)</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Maintaining legibility, fluency and speed in handwriting when writing at speed</p>
Greater Depth	<p>To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure</p> <p>To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning</p> <p>To regularly use integrated dialogue</p> <p>Consistently link ideas with and across paragraphs</p> <p>To use commas to clarify meaning and avoid ambiguity consistently</p> <p>To use a wide range of words/phrases to link paragraphs with and across to aid cohesion</p> <p>Wide range of adverbs and modal verbs</p> <p>Spell most common exception words correctly</p>	<p>Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate structure.</p> <p>Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)</p> <p>Semi- colons, colons, hyphens, dashes</p>