Writing Overview

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| Concept | Nursery/ Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To write for a purpose | I can recognise my own name.I can write my own name with a name card.I can recognise my own name and write it.I can orally rehearse sentences. | I can write purposefullyI can write simple sentences dictated by the teacher.I can plan by talking about ideas.I can plan and then write my sentence.I can re-read my writing to check it makes senseI can discuss what I have written.I can read aloud my writing. | I can write purposefullyI can plan by talking about ideas and writing notesI can write, review and improve | I can write purposefullyI can plan, write, edit and improveI can use techniques used by authors to create characters and settings | I can write purposefullyI can plan, write, edit and improveI can use techniques used by authors to create characters and settings | I can write purposefullyI can identify the audience for my writingI can note, develop and research ideasI can plan, draft, write, edit and improveI can write using authorial devices | I can write purposefullyI can identify the audience for my writingI can note, develop and research ideasI can plan, draft, write, edit and improveI can write using authorial devices |
| To organise my writing |  | I can use the correct structure for my purpose and text typeI can sequence sentences in chronological order | I can use the correct structure for my purpose and text typeI can use the appropriate perspectiveI can sequence non-fiction and narrative appropriately I can use numbered steps or bullet points to signal orderI can use present and past tense correctly including the progressive formI can write about more than one ideaI can group related informationI can provide diagrams and illustrations when required to support my writing | I can use the correct structure and features for my purpose and text typeI can use organisational devices such as headings and subheadingsI can use paragraphs and begin to organise them around a themeI can sequence paragraphsI use present and past tense correctly and consistently including progressive and perfect formsI can use the appropriate perspective | I can use the correct structure and features for my purpose and text typeI can use organisational devices effectively such as headings and subheadingsI can organise paragraphs around a themeI can sequence paragraphsI use present and past tense with consistent accuracy including progressive and perfect formsI can use the appropriate perspective | I can choose the correct structure and features for my purpose and text typeI can guide the reader using a range of organisational devices I have learntI can choose effective grammar and punctuationI can write cohesively at length linking my paragraphs using adverbs and adverbial phrasesI can be consistent with tense, using regular and irregular verb formsI can use the appropriate perspective  | I can choose the correct structure and features for my purpose and text typeI can guide the reader using a range of organisational and presentational devices I have learntI can choose effective grammar and punctuationI can write cohesively at length linking my paragraphs using adverbs and adverbial phrasesI can ensure consistency with tense, using regular and irregular verb formsI can vary narrative structuresI can use the appropriate perspective |
| To vary sentence structure | I can write letter sounds when meaningful to them e.g. lists, labels, captions etc. (where applicable)I can write CVC words.I can write simple phrases.I can begin to use conjunctions to add interest to a sentence. | I can join words using ‘and’.I can join clauses using ‘and’. | I can vary the way sentences begin(Nouns/pronouns/order/time/where/comparisons)I can write multi-clause sentences | I can vary the way sentences begin(DADWAVERS)I can use a mixture of simple, compound and complex sentencesI can begin to use relative clauses to add detail | I can vary the way sentences begin(DADWAVERS)I can use a mixture of simple, compound and complex sentencesI can use relative clauses accurately | I can vary the way sentences begin(DADWAVERS)I can use a mixture of simple, compound and complex sentences I can use relative clauses and a range of relative pronounsI can use parenthesisI can use a mix of active and passive voice | I can vary the way sentences begin(DADWAVERS)I can use a mixture of simple, compound and complex sentences I can use relative clauses and a range of relative pronounsI can use parenthesisI can use a mix of active and passive to deliberately heighten engagement |
| To write for effect | I can begin to use adjectives to add interest to a sentence. | I can use statements, questions, exclamations and commandsI can use simple noun phrases | I can use statements, questions, exclamations and commandsI can use simple and expanded noun phrasesI can join words and sentences using appropriate subordinating and co-ordinating conjunctionsI can use conjunctions and adverbs that signal timeI can use relevant word choices I can begin to use alliteration | I can use statements, questions, exclamations and commands effectivelyI can describe characters, settings and plots to engage the readerI can begin to identify and use figurative language e.g. alliteration, similes, metaphors, personificationI can use noun phrases and adverbial phrasesI can use conjunctions that signal time, shift attention, inject suspense and shift the settingI can use conjunctions to express cause and effectI can begin to use direct speech I can make relevant word choicesI can experiment with synonyms and antonyms | I can use statements, questions, exclamations and commands effectivelyI can describe characters, settings and plots to engage the readerI can identify and use figurative language effectively e.g. alliteration, similes, metaphors, personificationI can use noun phrases with modifying adjectives and prepositional phrasesI can use adverbial phrases with correct punctuationI can use sophisticated conjunctionsI can use direct speech I can make relevant word choices I can use appropriate synonyms and antonyms | I can use a range of sentence formsI can describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphereI can use figurative language to build descriptions I can use emotive languageI can use repetition for effectI can use expanded noun phrases, adverbs and adverbial phrasesI can interweave description and dialogueI can select and use sophisticated conjunctions for the right purposeI can use quotations and reported speechI can make sophisticated word choicesI can use a wide range of appropriate synonyms and antonymsI can use ‘show not tell’ | I can use a range of sentence forms I can describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphereI can introduce characters in a variety of waysI can use figurative language to build descriptionsI can use emotive languageI can use modifiersI can use repetition for effectI can use complex noun phrases, adverbs and adverbial phrasesI can use dialogue to move the action forward and create tensionI can select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purposeI can embed and use quotations and reported speechI can make sophisticated word choicesI can understand how words are related by meaning as synonyms and antonyms and use themI can use ‘show not tell’ |
| To use word classes accurately | I can spell some red words correctly. | I know how the prefix ‘un’ changes the meaning of verbs and adjectivesI can identify and use nounsI can use plural nouns with ‘es’ and ‘s’ I can add ‘ed’ to verbs to show past tenseI can add ‘er’ and ‘est’ and ‘ing’ where there is no change to the root wordI can spell words containing the 40+ phonemes already taught.I can spell common exception words. I can spell the days of the week. | I can identify root words and add prefixesI can identify and use nounsI can use plural nouns with ‘es’ I can identify and use verbs including some imperatives and modalsI can add ‘ed’ ’es’ and ‘ing’ to verbsI can identify and use adjectives to add detailI can add ‘er’ and ‘est’ to adjectives where there is no change to the root wordI can identify and use adverbs to add detailI can add ‘ly’ to adjectives to form adverbsI can use prepositions to mark place or time | I can modify word classes I can identify and use nounsI can form nouns using prefixesI can use the forms of a or an according to whether the next word begins with a consonant or a vowelI can identify and use verbs including imperatives and modalsI can use the perfect form of verbs to mark relationships of time and causeI can identify and use adjectives to create impactI can identify and use adverbs to add detailI can use prepositions to mark place or time | I can modify word classes I can identify and use nouns (including irregular plurals)I can use the correct determiner for my nounsI can use pronouns to avoid repetition I can identify and use verbs including imperatives, modals and conditionalsI can use standard English forms for verbsI can identify and use adjectives to create impactI can identify and use adverbs and adverbials phrases to add detailI can use and punctuate fronted adverbialsI can use prepositions to mark place or time | I can modify and convert between word classesI can identify prefixes and suffixes and their meaningsI can identify and use nouns (including collective and abstract)I can identify and use verbs including imperatives, modals and conditionalsI can use modal verbs to indicate degrees of possibilityI can use the subjunctive formI can use the perfect formI can choose appropriate and adventurous adjectives for impactI can identify and use adverbials to add detail, create cohesion and mark the passing of time I can use modifying prepositions that express locations, directions or relations of time | I can modify and convert between word classes I can identify prefixes and suffixes and their meaningsI can identify and use nouns (including collective and abstract)I can identify and use verbs including imperatives, modals and conditionalsI can use modal verbs to indicate degrees of possibilityI can use the subjunctive formI can use the perfect formI can choose appropriate and adventurous adjectives for impactI can identify and use adverbials to add detail, create cohesion and mark the passing of time I can use modifying prepositions that express locations, directions or relations of time cleverly |
| To punctuate accurately | I can show that sentences have a full stop and capital letter and why we have finger spaces.I can write simple sentences with capital letters.I can write simple sentences with full stops. | I can begin to use full stopsI can begin to use capital letters for the starts of sentences, names of people, places, days of the week and II can begin to use exclamation marksI can begin to use question marks | I can use full stopsI can use capital letters for the starts of sentences, names of people, places, days of the week and II can use exclamation marksI can use question marksI can use commas for listsI can use apostrophes for contraction I can begin to use apostrophes for possessionI can begin to punctuate direct speech | I can use the punctuation I learnt in Key Stage 1I can begin to use commas after fronted adverbialsI can use apostrophes for possessionI can use apostrophes for contractionsI can punctuate direct speech | I can use the punctuation I learnt in Key Stage 1I can consistently use commas after fronted adverbialsI can use commas to separate clausesI can use apostrophes for singular and plural possessionI can punctuate direct speech accurately | I can use the punctuation I learnt in the pastI can use bracketsI can use dashes I can use colonsI can use semi-colonsI can use commas to clarify meaning or avoid ambiguity | I can use a wide range of punctuation I learnt in the pastI can use brackets effectivelyI can use dashes effectivelyI can use colons and semi colons effectivelyI can use commas to clarify meaning or avoid ambiguityI can use hyphens to avoid ambiguity |
| To present neatly | I can mark-make both indoors and outdoors.I can begin to form some recognisable letters- understand up, down, back, and round.I can develop my gross motor skills.I can develop my fine motor skills.I can use chunky pencils to write/ salt trays- letter formationI can use thin pencils to write- letter formationI can form letters correctly. | I can use finger spaces to separate wordsI can sit at a table and hold a pencil correctly and comfortablyI can begin to form lower-case letters in the correct direction, starting and finishing in the right placeI can form capital lettersI can form digits 0-9I can name the letters of the alphabet in order.I can understand and practice which letters are formed in similar ways | I can use appropriate spaces to separate wordsI can form lower-case letters of the correct size relative to one anotherI can begin to use some diagonal and horizontal strokes to join lettersI can begin to understand which letters are best left unjoinedI can write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters | I can use horizontal and diagonal strokes needed to join letters and understand which are best left unjoinedI can increase the legibility, consistency and quality of my writing  | I can use horizontal and diagonal strokes needed to join letters and understand which are best left unjoinedI can increase the legibility, consistency and quality of my writing | I can write legibly, fluently and with increasing speedI know which standard of handwriting is best suited for tasks | I can write legibly, fluently and with increasing speedI know which standard of handwriting is best suited for tasks |