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 purposefully  I 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 sense  I can discuss what I have written.  I can read aloud my writing. | I can write purposefully  I can plan by talking about ideas and writing notes  I can write, review and improve | I can write purposefully  I can plan, write, edit and improve  I can use techniques used by authors to create characters and settings | I can write purposefully  I can plan, write, edit and improve  I can use techniques used by authors to create characters and settings | I can write purposefully  I can identify the audience for my writing  I can note, develop and research ideas  I can plan, draft, write, edit and improve  I can write using authorial devices | I can write purposefully  I can identify the audience for my writing  I can note, develop and research ideas  I can plan, draft, write, edit and improve  I can write using authorial devices |
| To organise my writing |  | I can use the correct structure for my purpose and text type  I can sequence sentences in chronological order | I can use the correct structure for my purpose and text type  I can use the appropriate perspective  I can sequence non-fiction and narrative appropriately  I can use numbered steps or bullet points to signal order  I can use present and past tense correctly including the progressive form  I can write about more than one idea  I can group related information  I can provide diagrams and illustrations when required to support my writing | I can use the correct structure and features for my purpose and text type  I can use organisational devices such as headings and subheadings  I can use paragraphs and begin to organise them around a theme  I can sequence paragraphs  I use present and past tense correctly and consistently including progressive and perfect forms  I can use the appropriate perspective | I can use the correct structure and features for my purpose and text type  I can use organisational devices effectively such as headings and subheadings  I can organise paragraphs around a theme  I can sequence paragraphs  I use present and past tense with consistent accuracy including progressive and perfect forms  I can use the appropriate perspective | I can choose the correct structure and features for my purpose and text type  I can guide the reader using a range of organisational devices I have learnt  I can choose effective grammar and punctuation  I can write cohesively at length linking my paragraphs using adverbs and adverbial phrases  I can be consistent with tense, using regular and irregular verb forms  I can use the appropriate perspective | I can choose the correct structure and features for my purpose and text type  I can guide the reader using a range of organisational and presentational devices I have learnt  I can choose effective grammar and punctuation  I can write cohesively at length linking my paragraphs using adverbs and adverbial phrases  I can ensure consistency with tense, using regular and irregular verb forms  I can vary narrative structures  I 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 sentences  I 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 sentences  I 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 pronouns  I can use parenthesis  I 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 pronouns  I can use parenthesis  I 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 commands  I can use simple noun phrases | I can use statements, questions, exclamations and commands  I can use simple and expanded noun phrases  I can join words and sentences using appropriate subordinating and co-ordinating conjunctions  I can use conjunctions and adverbs that signal time  I can use relevant word choices  I can begin to use alliteration | I can use statements, questions, exclamations and commands effectively  I can describe characters, settings and plots to engage the reader  I can begin to identify and use figurative language e.g. alliteration, similes, metaphors, personification  I can use noun phrases and adverbial phrases  I can use conjunctions that signal time, shift attention, inject suspense and shift the setting  I can use conjunctions to express cause and effect  I can begin to use direct speech  I can make relevant word choices  I can experiment with synonyms and antonyms | I can use statements, questions, exclamations and commands effectively  I can describe characters, settings and plots to engage the reader  I can identify and use figurative language effectively e.g. alliteration, similes, metaphors, personification  I can use noun phrases with modifying adjectives and prepositional phrases  I can use adverbial phrases with correct punctuation  I can use sophisticated conjunctions  I can use direct speech  I can make relevant word choices  I can use appropriate synonyms and antonyms | 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 atmosphere  I can use figurative language to build descriptions  I can use emotive language  I can use repetition for effect  I can use expanded noun phrases, adverbs and adverbial phrases  I can interweave description and dialogue  I can select and use sophisticated conjunctions for the right purpose  I can use quotations and reported speech  I can make sophisticated word choices  I can use a wide range of appropriate synonyms and antonyms  I 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 atmosphere  I can introduce characters in a variety of ways  I can use figurative language to build descriptions  I can use emotive language  I can use modifiers  I can use repetition for effect  I can use complex noun phrases, adverbs and adverbial phrases  I can use dialogue to move the action forward and create tension  I can select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose  I can embed and use quotations and reported speech  I can make sophisticated word choices  I can understand how words are related by meaning as synonyms and antonyms and use them  I 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 adjectives  I can identify and use nouns  I can use plural nouns with ‘es’ and ‘s’  I can add ‘ed’ to verbs to show past tense  I can add ‘er’ and ‘est’ and ‘ing’ where there is no change to the root word  I 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 prefixes  I can identify and use nouns  I can use plural nouns with ‘es’  I can identify and use verbs including some imperatives and modals  I can add ‘ed’ ’es’ and ‘ing’ to verbs  I can identify and use adjectives to add detail  I can add ‘er’ and ‘est’ to adjectives where there is no change to the root word  I can identify and use adverbs to add detail  I can add ‘ly’ to adjectives to form adverbs  I can use prepositions to mark place or time | I can modify word classes  I can identify and use nouns  I can form nouns using prefixes  I can use the forms of a or an according to whether the next word begins with a consonant or a vowel  I can identify and use verbs including imperatives and modals  I can use the perfect form of verbs to mark relationships of time and cause  I can identify and use adjectives to create impact  I can identify and use adverbs to add detail  I 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 nouns  I can use pronouns to avoid repetition  I can identify and use verbs including imperatives, modals and conditionals  I can use standard English forms for verbs  I can identify and use adjectives to create impact  I can identify and use adverbs and adverbials phrases to add detail  I can use and punctuate fronted adverbials  I can use prepositions to mark place or time | I can modify and convert between word classes  I can identify prefixes and suffixes and their meanings  I can identify and use nouns (including collective and abstract)  I can identify and use verbs including imperatives, modals and conditionals  I can use modal verbs to indicate degrees of possibility  I can use the subjunctive form  I can use the perfect form  I can choose appropriate and adventurous adjectives for impact  I 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 meanings  I can identify and use nouns (including collective and abstract)  I can identify and use verbs including imperatives, modals and conditionals  I can use modal verbs to indicate degrees of possibility  I can use the subjunctive form  I can use the perfect form  I can choose appropriate and adventurous adjectives for impact  I 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 stops  I can begin to use capital letters for the starts of sentences, names of people, places, days of the week and I  I can begin to use exclamation marks  I can begin to use question marks | I can use full stops  I can use capital letters for the starts of sentences, names of people, places, days of the week and I  I can use exclamation marks  I can use question marks  I can use commas for lists  I can use apostrophes for contraction  I can begin to use apostrophes for possession  I can begin to punctuate direct speech | I can use the punctuation I learnt in Key Stage 1  I can begin to use commas after fronted adverbials  I can use apostrophes for possession  I can use apostrophes for contractions  I can punctuate direct speech | I can use the punctuation I learnt in Key Stage 1  I can consistently use commas after fronted adverbials  I can use commas to separate clauses  I can use apostrophes for singular and plural possession  I can punctuate direct speech accurately | I can use the punctuation I learnt in the past  I can use brackets  I can use dashes  I can use colons  I can use semi-colons  I can use commas to clarify meaning or avoid ambiguity | I can use a wide range of punctuation I learnt in the past  I can use brackets effectively  I can use dashes effectively  I can use colons and semi colons effectively  I can use commas to clarify meaning or avoid ambiguity  I 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 formation  I can use thin pencils to write- letter formation  I can form letters correctly. | I can use finger spaces to separate words  I can sit at a table and hold a pencil correctly and comfortably  I can begin to form lower-case letters in the correct direction, starting and finishing in the right place  I can form capital letters  I can form digits 0-9  I 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 words  I can form lower-case letters of the correct size relative to one another  I can begin to use some diagonal and horizontal strokes to join letters  I can begin to understand which letters are best left unjoined  I 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 unjoined  I 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 unjoined  I can increase the legibility, consistency and quality of my writing | I can write legibly, fluently and with increasing speed  I know which standard of handwriting is best suited for tasks | I can write legibly, fluently and with increasing speed  I know which standard of handwriting is best suited for tasks |