Writing Overview

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| Concept | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To write for a purpose | To write purposefully  To plan by talking about ideas and writing notes  To make notes  To re-read my writing to check it makes sense | To write purposefully  To plan by talking about ideas and writing notes  To write, review and improve  To make notes | To write purposefully  To plan, write, edit and improve  To use techniques used by authors to create characters and settings | To write purposefully  To plan, write, edit and improve  To use techniques used by authors to create characters and settings | To write purposefully  To note, develop and research ideas  To plan, draft, write, edit and improve | To write purposefully  To identify the audience for my writing  To note, develop and research ideas  To plan, draft, write, edit and improve  To write using authorial devices |
| To organise my writing | To use the correct structure for my purpose and text type  To use the third person perspective  To sequence sentences  To use present and past tense including the progressive form  To use rhyme | To use the correct structure for my purpose and text type  To use the appropriate perspective  To sequence non-fiction and narrative appropriately  To use present and past tense correctly including the progressive form  To use rhyme | To use the correct structure and features for my purpose and text type  To use organisational devices such as headings and subheadings  To use paragraphs and begin to organise them around a theme  To use present and past tense correctly and consistently including progressive and perfect forms  To use the appropriate perspective  To use rhyme accurately | To use the correct structure and features for my purpose and text type  To organise paragraphs around a theme  To use present and past tense with consistent accuracy including progressive and perfect forms  To use the appropriate perspective  To use rhyme for effect | To choose the correct structure and features for my purpose and text type  To guide the reader using a range of organisational devices I have learnt  To write cohesively at length linking my paragraphs using adverbs and adverbial phrases  To be consistent with tense, using regular and irregular verb forms  To use the appropriate perspective | To choose the correct structure and features for my purpose and text type  To guide the reader using a range of organisational and presentational devices  To choose effective grammar and punctuation  To write cohesively at length  To ensure consistency with tense, using regular and irregular verb forms  To vary narrative structures  To use the appropriate perspective |
| To vary sentence structure | To vary the way sentences begin (Nouns/pronouns/order/where) | To write multi-clause sentences | To vary the way sentences begin  (DADWAVERS)  To use a mixture of simple, compound and complex sentences | To vary the way sentences begin  (DADWAVERS)  To use a mixture of simple, compound and complex sentences  To use relative clauses accurately  To vary sentence order for effect | To vary the way sentences begin  (DADWAVERS)  To use relative clauses and a range of relative pronouns  To use parenthesis  To use the passive voice | To vary the way sentences begin  (DADWAVERS)  To use a mixture of simple, compound and complex sentences  To use relative clauses and a range of relative pronouns  To use parenthesis  To use passive voice purposefully |
| To write for effect | To use statements, questions, exclamations and commands  To use simple noun phrases  To use co-ordinating and subordinating conjunctions  To describe characters  To begin to use similes | To use statements, questions, exclamations and commands  To use simple and expanded noun phrases  To join words and sentences using appropriate subordinating and co-ordinating conjunctions  To use relevant word choices  To describe characters  To begin to use adverbial phrases  To experiment with synonyms | To use statements, questions, exclamations and commands effectively  To describe characters, settings and plots to engage the reader  To identify and use figurative language e.g. alliteration, similes, metaphors, personification  To use expanded noun phrases  To use adverbial phrases  To use conjunctions that signal time, shift attention, inject suspense and shift the setting  To use conjunctions to express cause and effect  To begin to use direct speech  To make relevant word choices  To experiment with synonyms and antonyms | To use statements, questions, exclamations and commands effectively  To describe characters, settings and plots to engage the reader  To identify and use figurative language effectively e.g. alliteration, similes, metaphors, personification  To use noun phrases with modifying adjectives and prepositional phrases  To use adverbial phrases with correct punctuation  To use sophisticated conjunctions  To use direct speech  To use reported speech  To make relevant word choices  To use appropriate synonyms and antonyms | To use a range of sentence forms  To describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphere  To use figurative language to build descriptions  To use emotive language  To use repetition for effect  To use expanded noun phrases  To use adverbs and adverbial phrases  To interweave description and dialogue  To select and use sophisticated conjunctions for the right purpose  To use quotations and reported speech  To make sophisticated word choices  To use a wide range of appropriate synonyms and antonyms  To use ‘show not tell’ | To use a range of sentence forms  To describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphere  To introduce characters in a variety of ways  To use figurative language purposefully  To use emotive language  To use modifiers  To use complex noun phrases, adverbs and adverbial phrases  To use dialogue to move the action forward and create tension  To select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purpose  To embed and use quotations and reported speech  To make sophisticated word choices  To use appropriate synonyms and antonyms to avoid repitition  To use ‘show not tell’ |
| To use word classes accurately | To use plural nouns with ‘es’ and ‘s’  To use imperatives  To add suffixes to verbs  To use adjectives to add detail  To identify and use adverbs to add detail  To begin to use prepositions | To add prefixes  To add suffixes  To identify and use nouns  To use plural nouns with ‘es’  To identify and use verbs  To use adjectives to add detail  To identify and use adverbs to add detail  To add ‘ly’ to adjectives to form adverbs  To use prepositions to mark place or time | To identify word classes  To modify word classes  To use the forms of a or an according to whether the next word begins with a consonant or a vowel  To identify and use verbs including imperatives and modals  To create compound words | To modify word classes  To identify and use nouns (including irregular plurals)  To identify and use verbs including imperatives, modals and conditionals  To use standard English forms for verbs  To use prepositions to mark place or time | To modify and convert between word classes  To identify and use nouns (including collective and abstract)  To identify and use verbs including imperatives, modals and conditionals  To use modal verbs to indicate degrees of possibility  To use the subjunctive form  To use the perfect form  To choose appropriate and adventurous adjectives for impact  To identify and use adverbials to add detail, create cohesion and mark the passing of time  To use modifying prepositions that express locations, directions or relations of time | To modify and convert between word classes  To identify prefixes and suffixes and their meanings  To identify and use nouns (including collective and abstract)  To identify and use verbs including imperatives, modals and conditionals  To use modal verbs to indicate degrees of possibility  To use the subjunctive form  To use the perfect form  To use modifying prepositions purposefully |
| To punctuate accurately | To begin to use full stops and capital letters (for the starts of sentences, names of people, places, days of the week and I)  To begin to use exclamation marks  To begin to use question marks  To begin to use commas for lists  To begin to use apostrophes for possession  To begin to use apostrophes for contraction | To use capital letters for the starts of sentences, names of people, places, days of the week and I  To use question marks  To use commas for lists  To use apostrophes for contraction  To begin to use apostrophes for possession  To begin to punctuate direct speech | To begin to use commas after fronted adverbials  To use apostrophes for possession  To use apostrophes for contractions  To punctuate direct speech | To use the punctuation I learnt in Key Stage 1  To consistently use commas after fronted adverbials  To use commas to separate clauses  To use apostrophes for singular and plural possession  To punctuate direct speech accurately | To use the punctuation I learnt in the past  To use brackets  To use dashes  To use colons  To use semi-colons  To use commas to clarify meaning or avoid ambiguity | To use a wide range of punctuation I learnt in the past  To use brackets effectively  To use dashes effectively  To use colons and semi colons effectively  To use commas to clarify meaning or avoid ambiguity  To use hyphens to avoid ambiguity |
| To present neatly | To use finger spaces  To sit at a table and hold a pencil correctly and comfortably  To form lower-case letters in the correct direction, starting and finishing in the right place  To form capital letters  To form digits 0-9  To understand and practice which letters are formed in similar ways | To use appropriate spaces to separate words  To form lower-case letters of the correct size relative to one another  To begin to use some diagonal and horizontal strokes to join letters  To begin to understand which letters are best left unjoined  To write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters | To use horizontal and diagonal strokes needed to join letters and understand which are best left unjoined  To increase the legibility, consistency and quality of my writing | To use horizontal and diagonal strokes needed to join letters and understand which are best left unjoined  To increase the legibility, consistency and quality of my writing | To write legibly, fluently and with increasing speed  To know which standard of handwriting is best suited for tasks | To write legibly, fluently and with increasing speed  To know which standard of handwriting is best suited for tasks |