Ranvilles Writing Pathways

The Ranvilles Writing Pathways re-arrange (black text) and expand (blue text) the National Curriculum for English writing into streams of progression, showing how individual skills develop from Year 1 to Year 6. Each hollow bullet point below is an individual pathway of progression.
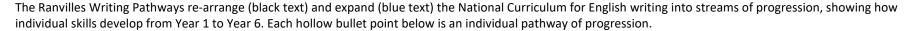
Read across the rows to see how a specific reading skill develops from Year 1 to Year 6. Blue text statements are interpretations to incorporate skills missing from NC, additional school priorities or to blend skills across years so they aren't forgotten. Green highlighted statements are keystones in the pathways – the core skills to secure in each year.

The statements are numbered using the following format: first letter of the section heading (in red below), year group, pathway, statement. So for example S3.1.1 will be Sentences and Clauses Year 3; pathway 1 (sentences and sentence punctuation); statement 1. This means that using the pathway number as a guide, you can move back and forth through related statements across different years.

Vocabulary, Grammar and Punctuation

- **S**entences and Clauses
  - Sentences & sentence punctuation
  - Subordination and coordination
  - Cohesion & Ambiguity
  - Standard English
- **N**ouns and Phrases
  - Prefixes and suffixes for forming nouns
  - Nouns
  - Noun Phrases
  - Apostrophes for contraction and possession
  - Pronouns & Determiners
- **A**djectives & Adverbs
  - Suffixes to form Adjectives and Adverbs
  - Adverbs for time, cause and possibility
- **V**erbs
  - Prefixes and suffixes for forming verbs
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- **W**ord Families

Composition

- **O**rganisation & Paragraphing
  - Paragraphing
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- **F**orm, Audience & Purpose
  - Audience
  - Purpose
- **P**lanning
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Handwriting
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Writing – Vocabulary, Grammar and Punctuation

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Overview	Pupils should be taught to recognise sentence boundaries in spoken sentences and to use appropriate terminology (Appendix 2) when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing.	The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.	Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].		Grammar and punctuation should be broadly accurate. Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.	

Writing – Vocabulary, Grammar and Punctuation / Sentences and Clauses

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentences & Sentence Punctuation	S1.1.1 Leave spaces between words. S1.1.2 See how words can combine to make sentences by writing simple ones. **Terminology:** Word, sentence	S2.1.1 Sentences with different forms: statement, question, exclamation, command S2.1.2 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command **Terminology**: statement, question, exclamation, command	S3.1.1 Reinforce that questions must end with a question mark and commands have to have a 'bossy verb' to be a command.	S4.1.1 Explore how statements can end with a full stop or an exclamation mark, but exclamations **must** start with 'what' or 'how', end with an exclamation mark and express emotion or surprise.	S5.1.1 Explore how modal verbs stop commands being commands [eg. 'Please do the dishes' is a command, 'You **must** do the dishes.' isn't]	S6.1.1 Revision of sentence type objectives from previous years.
	S1.2.1 Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. S1.2.2 Write from memory simple sentences dictated by the teacher that include common exception words taught so far. **Terminology:** letter, capital letter, punctuation, full stop, question mark, exclamation mark	S2.2.1 How to use both familiar and new punctuation correctly including full stops, exclamation marks and question marks to demarcate sentences; capital letters.	S3.2.1 Continue to use familiar punctuation correctly.	S4.2.1 Continue to use familiar punctuation correctly. S4.2.2 Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	S5.2.1 Using brackets, dashes or commas to indicate parenthesis (to add additional information to a sentence or a subordinate clause). S5.2.2 Use of a single dash to add extra information, sometimes for effect [eg. The body lay by the open door - dead.] **Terminology**: parenthesis, bracket, dash	S6.2.1 Experiment with brackets, dashes and commas to evaluate the different effect they have when marking parenthesis S6.2.2 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] **Terminology:** semi-colon S6.2.3 Use of the colon to introduce a list and use of semi-colons within lists. **Terminology:** colon

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						S6.2.4 Consistent punctuation of bullet points to list information. **Terminology:** bullet points
			S3.3.1 Introduction to inverted commas to punctuate direct speech **Terminology**: direct speech, inverted commas (or 'speech marks')	S4.3.1 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. S4.3.2 New speaker, new **paragraph** rule.	S5.3.1 Use of punctuation to continue sentences after speech and within speech [for example "Sit down!" shouted the conductor, "I can't see the driver."]	S6.3.1 Differences between direct and reported speech. **Terminology**: Reported Speech
Subordination & Coordination	S1.4.1 Join words and clauses using 'and'.	S2.4.1 Subordination (using when, if, that, because) and co-ordination (using or, and, but)	S3.4.1 Extending the range of sentences with more than one clause by using and identifying a wider range of conjunctions, including when, if, because, although. S3.4.2 Expressing time, place and cause using and identifying **conjunctions** [for example, when, before, after, while, so, because], and **prepositions** [for example, before, after, during, in, because of]	S4.4.1 Co-ordination (using for, and, nor, but, or, yet, so - FANBOYS) and a wider range of subordination (when, if, because, as, before, after, since, unless, while, although, until, despite). S4.4.2 Using subordinate clauses to start sentences. **Terminology**: Coordinating conjunctions, subordinating conjunctions.	S5.4.1 Relative clauses beginning with relative pronouns who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. S5.4.2 That the relative clause must refer to the noun in the main clause preceding and so can only come after a main clause. Relative clauses cannot start sentences and must start with a relative pronoun. **Terminology**: relative	S6.4.1 Using appropriate subordinating conjunctions and clauses to start and link paragraphs [While Susan was watering the plants, Peter prepared the dinner. He…]. S6.4.2 Use of brackets and dashes to mark subordinate and relative clauses.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Terminology: Preposition, Conjunction, clause, main clause, subordinate clause		pronoun, relative clause	
Cohesion & Ambiguity		S2.5.1 Commas to separate items in a list. **Terminology:** comma	S3.5.1 Writing cohesively using a mixture of conjunctions, adverbials and pronouns as taught.	S4.5.1 Using a comma before a co-ordinating conjunction when linking two independent clauses. S4.5.2 Using a comma to mark the end of a subordinate clause when it starts a sentence. (see also fronted adverbials)	S5.5.1 Using commas to clarify meaning or avoid ambiguity in writing. ['I like cooking, my family and my pets.' vs 'I like cooking my family and my pets.'] S5.5.2 Commas to separate someone's name from the rest of the sentence ['Let's eat, Grandma' vs 'Let's eat Grandma'.] **Terminology**: cohesion, ambiguity	S6.5.1 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] **Terminology:** Hyphen
Standard English		S2.6.1 Some features of written Standard English [eg conscious use of the grammar, spelling and punctuation taught at this level]		S4.6.1 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] S4.6.2 Using verb inflections to experiment with differentiating characters when writing dialogue.		S6.6.1 Recognising the difference between **vocabulary** typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] S6.6.2 The difference between structures typical of informal speech and structures appropriate for formal

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						speech and writing [for example, the use of question tags: He's your friend, isn't he? "You haven't used enough milk, have you?" asked Jenny.] S6.6.3 The use of subjunctive forms such as swapping was to were 'If I were' or 'Were they to come' in some very formal writing and speech. Also use of infinitive verbs to form subjunctive: 'she insists that he **be** on time'. S6.6.4 Subject/Verb/Object sentence structure. **Terminology**: subject, object S6.6.5 How words are related by meaning as synonyms and antonyms [for example, big, large, little]. **Terminology**: synonym, antonym

Writing – Vocabulary, Grammar and Punctuation / Nouns and Phrases

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prefixes and suffixes for forming nouns	N1.1.1 Regular plural noun suffixes –s or –es [eg. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. **Terminology:** Singular, plural	N2.1.1 Formation of nouns using suffixes such as –ness, –er, -ment and by compounding [for example, whiteboard, superman] (*see spelling appendix*) **Terminology**: suffix, compound	N3.1.1 Formation of nouns using a range of prefixes [for example super–, anti–, auto–] **Terminology**: prefix	N4.1.1 Formation of nouns using a range of prefixes [for example - il-, im-, ir-, re-, sub-, inter-]Turning verbs into nouns with -ation	*This pathway now moves to the word families one.*	
Nouns	N1.2.1 Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		N3.2.1 Consolidate Year 1/2 work on "*using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'*" to introduce proper and common nouns. **Terminology**: Proper noun, common noun	N4.2.1 Revise proper and common noun use from Year 3. Note that months are capitalised but seasons aren't.	N5.2.1 Other types of noun, particularly abstract and collective **Terminology**: Abstract noun, collective noun	N6.2.1 Revise the four distinct types of noun taught.
Noun Phrases		N2.3.1 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **Terminology**: noun, noun phrase	N3.3.1 Expanded noun phrases using articles (use determiner instead of article to refer to them) - [a, an, the]	N4.3.1 Noun phrases expanded by the addition of modifying determiners, adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	N5.3.1 Using expanded noun phrases to convey complicated information concisely [eg: the yellow exercise book beside the monitor on the desk over there]	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				N4.3.2 Using preposition phrases to start and expand sentences [Tom sat under the table; In her arms, the cradle rocked] **Terminology**: Preposition phrase		
Apostrophes for contraction and possession		N2.4.1 Apostrophes to mark where letters are missing in spelling (contracted forms). **Terminology**: apostrophe, contraction	N3.4.1 Contractions using personal pronouns and to be and to have, [eg I'm, you're, s/he's, we're, they're]	N4.4.1 Contractions using 'not' to create negatives [isn't, aren't, doesn't etc]. Note cannot is the only single word that can be contracted, because it's a contraction of can not.	N5.4.1 Contractions using modal verbs [eg I'd, you'd, he'd, we'd, they'd, wouldn't, would've]. Note exception: will not becomes won't, not willn't (because it uses an arcahic form of will)	N6.4.1 Consolidation and revision of all contractions.
		N2.5.1 Apostrophes to mark singular possession in nouns [for example, the girl's name] **Terminology**: apostrophe, possession	N3.5.1 *Consolidate Year 2* - Apostrophes to mark singular possession in nouns	N4.5.1 Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. Note the apostrophe <u>always</u> goes after what is doing the owning - boy's ball/boys' ball/men's ball. N4.5.2 The grammatical difference between plural and possessive –s	N5.5.1 Consolidate prior learning and ensure irregular plurals are also taught [children's, men's, women's etc].	N6.5.1 Odd rules (eg proper nouns - James's ball and James' ball are both right. With common nouns, only add an 's' if you hear it when you say it, eg princess's dress/princesses' dresses.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pronouns & Determiners			N3.6.1 Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition **Terminology**: pronoun	N4.6.1 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Possessive pronouns specifically [mine, yours, his, hers, its, ours, theirs, whose] **Terminology**: possessive pronoun	N5.6.1 Relative pronouns (see relative clauses)	N6.6.1 Difference between subject and object pronouns and how this helps determine whether to use 'I' or 'me' in a sentence. N6.05 Difference between possessive pronouns [that coat is his] and determiners (also called possessive adjectives) [his coat]
			N3.7.1 Use of the forms a or an according to whether the next word begins with a consonant or vowel sound [for example, a rock, an open box, a house, an hour, a university, an umbrella]	N4.7.1 Determiners - how many or how much there is of something, always go directly before a noun or start a noun phrase. **Terminology**: determiner	N5.7.1 Clarify categories of determiner using examples (no terminology to specifically learn - it's about recognition of determiner types). Eg **Demonstrative** [this, that, these, those], **possessive adjectives** [my, your, his, our, their etc], **quantifiers** [some, many, few etc], **numbers**, **ordinals** [first, second, last, next etc]	N6.7.1 Consolidation and revision of determiners

Writing – Vocabulary, Grammar and Punctuation / Adjectives and Adverbs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Affixes to form Adjectives and Adverbs	How the prefix un– changes the meaning of adjectives [eg. unkind]	A2.1.1 Formation of adjectives using suffixes such as –ful, –less (NC Appendix 1 p57) A2.1.2 Use the suffixes –er, –est to form adjectives **Terminology**: adjective		A4.1.1 Formation of adjectives from nouns using –ous. (NC Appendix 1 p62)	A5.1.1 Formation of adjectives using suffixes –cious & –tious (NC Appendix 1 p67)	A6.1.1 Formation of adjectives and adverbs from suffixes able & -ably/–ible & -ibly
Adverbs for time, cause and possibility		A2.2.1 Use of the suffix –ly in Standard English to turn adjectives into adverbs **Terminology**: adverb	A3.2.1 Expressing time/when [eg. then, next, yesterday, today, then, soon, later], place/where [eg. away, there, everywhere, abroad, here, upstairs, outside] and cause [eg. therefore, because, as, since; *the room is cold because the window is open/when the window is open, the room is cold*] using adverbs.	A4.2.1 Fronted adverbials to express how, when, where, how often or to what degree something happens [eg Anxiously, in the morning, in the distance, constantly, perhaps] A4.2.2 Use of commas after fronted adverbials to mark them [eg, Later that day, I heard the bad news]. **Terminology**: adverbial, fronted adverbial	A5.2.1 Indicating degrees of possibility using adverbs [eg. perhaps, surely] and the ten modal verbs [will, must, shall, ought, should, would, might, could, may, can] *see also sentences/commands* **Terminology**: modal verb	A6.2.1 Consolidate and secure understanding of the different types of adverbs taught - how, when, where, how often and to what degree something happens. A6.2.2 Modifying adverbs [eg. We left very quietly - quietly is an adverb, but very is as well because it modifies quietly] A6.2.3 Adverbs and adjectives [eg. an extremely large dog - extremely modifies the adjective large]

Writing – Vocabulary, Grammar and Punctuation / Verbs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tenses and verb forms (also passive)		V2.1.1 Correct choice and consistent use of present tense and past tense throughout writing. V2.1.2 Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] **Terminology**: past tense, present tense, simple, progressive, verb	V3.1.1 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] **Terminology**: Perfect tense	V4.1.1 Consolidation of Years 2/3 ensuring pupils can recognise the simple, progressive and present perfect tenses and identify them using the correct terminology.	V5.1.1 Using the perfect form of verbs to mark relationships of time and cause [eg how perfect tense allows you to show an action happened before something else eg. I **had walked** home before you **arrived**]	V6.1.1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Examine how this affects the subject/object relationship. **Terminology**: active, passive
Prefixes and suffixes for forming verbs	V1.2.1 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) V1.2.2 How the prefix un– changes the meaning of verbs [eg. untie the boat]				V5.2.1 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify; -en] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	

Writing – Vocabulary, Grammar and Punctuation / Word Families

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Families and Classes (this combines all above work on prefixes and suffixes and goes hand in hand with the spelling rules learned in each year)			W3.1.1 Word families based on a few common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] **Terminology**: Word Family	W4.1.1 Prefixes like un-, in-, dis– and mis– turn root words into their opposite ('negative') meanings **Terminology**: Root Word	W5.1.1 Co-ordinate work on prefixes and suffixes by exploring how suffixes can turn a root word [eg care] into other word classes [eg nouns: care, carefulness; verbs: cares, cared, caring; adjectives: careful, careless; adverbs: carefully, carelessly]. W5.1.2 Use the umbrella term 'word class' when talking about nouns, verbs, adjectives and adverbs. **Terminology**: Word Class	W6.1.1 Continue to explore word families and word classes using a wider variety of suffixes, building on the work done in Year 5. W6.1.2 Expand on use of umbrella term 'word class' to include nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.

Writing – Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.	Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.		They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Pupils should be able to write down their ideas quickly. As in Years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.	

Writing – Composition / Organisation & Paragraphing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation & Paragraphing		O2.1.1 Consider what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.	O3.1.1 Introduction to paragraphs as a way to group related material. How to demarcate paragraphs, organising writing into logical chunks. [eg. new topic = new paragraph]	O4.1.1 Use of paragraphs to organise ideas around a theme. Use of story mountain or other planning frames to help organise ideas in advance (also P4.2.1). Use of a topic sentence to signal what the paragraph will be about. O4.1.2 Also paragraphs for speech punctuation - new speaker = new paragraph (related to speech punctuation above)	O5.1.1 Using devices to build cohesion within a paragraph [eg. then, after that, this, firstly] O5.1.2 Linking ideas across paragraphs using adverbials of time [eg. later], place [eg. nearby] and number [eg. secondly] or tense choices [eg. he had seen her before] O5.1.3 Use this to embed TiPToP paragraphing rule - Time, Place, Topic, Person.	O6.1.1 Using a wide range of devices to build cohesion within and across paragraphs in narratives [eg. In the meantime, meanwhile, eventually, until then]. O6.1.2 Linking ideas across paragraphs in non-fiction using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [eg. the use of adverbials such as on the other hand, in contrast, similarly, additionally, although, another possibility is, alternatively, as a consequence], and ellipsis. **Terminology**: ellipsis
Organisational devices			O3.2.1 In non-narrative material, using simple organisational devices to aid presentation [eg. headings and sub-headings]	O4.2.1 Write engaging headings and relevant sub-headings that hook the reader or concisely explain paragraph content.	O5.2.1 Using further organisational and presentational devices to structure text and to guide the reader [eg. headings, sub-headings, underlining, columns, bullets or tables to structure text]	O6.2.1 Controlled use of presentational devices to aid the reader (eg. charts, graphs, use of rhetorical questions to signal paragraph content, link closing to opening, referring back to earlier paragraphs, box outs, glossaries

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					O5.2.2 Begin to précis longer passages.	etc). O6.2.2 Accurately précis longer passages.

Writing – Composition / Form, Audience & Purpose

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience	F1.1.1 Sequence sentences to form short narratives.	F2.1.1 Write narratives about personal experiences and those of others (real and fictional). Write about real events, poetry. F2.1.2 Develop stamina for writing in order to write longer pieces.	F3.1.1 In narratives, creating settings, characters and plot. Establish a setting through description, stories contain more than one character. Build writing stamina by producing longer pieces.	F4.1.1 In narratives, use appropriate settings, several distinct characters, a coherent, planned plot. Use of description to 'show not tell' information [eg. 'Sarah rubbed her arms and hugged herself in the face of the wind' instead of 'The wind made Sarah cold']	F5.1.1 In narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Atmosphere should be conveyed through description of setting etc, not explicitly stated. Character conveyed through actions and interaction as well as dialogue. F5.1.2 Use of writers' techniques such as simile and metaphor to improve imagery. F5.1.3 Employ the full range of sentence structures and devices taught so far with increasing control [eg compound, complex, relative clauses, adverbials, commas for clarity, parenthesis]	F6.1.1 Characters show distinct voices in dialogue through use of grammatical techniques taught - particularly varying vocabulary and complexity of noun phrases/clauses used to make characters unique F6.1.2 Blend action, dialogue and description to show character and advance the story [eg. The battered door creaked on its hinges as it swung in the breeze. "That can't be right," Sarah thought as she tentatively reached out toward the handle.] F6.1.3 Use of writers' techniques such as simile, metaphor, alliteration, onomatopoeia, repetition to improve imagery

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose		F2.2.1 Write for different purposes.	F3.2.1 In own work, show a clear understanding of the difference between fiction and non-fiction.	F4.2.1 In own work, begin to show an understanding of the features of different text types.	F5.2.1 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	F6.2.1 Use experience of reading similar texts to precisely and accurately address the purpose of own writing, incorporating planning, organisation, presentation, technical construction, language choice etc.
					F5.2.2 Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning [eg making deliberate vocabulary choices for effect or using specific terminology suited to the text type]	F6.2.2 Compare and contrast language choices to convey precise meaning [eg using synonyms to explore mood, tone and precision] when writing.
			F3.3.1 Purpose for writing should be supported by exploring different text types and the writers' techniques/standards appropriate to those [eg. figurative language for creative writing, letter layout for letters]. NB – coverage of writing genres is catered for in the medium term planning. **Non Fiction**: instructions, balanced arguments, persuasive texts, newspaper reports, non-chronological reports, formal explanatory writing, letters, recounts, diaries, infromation sheets, biography and autobiography **Fiction:** poetry, plays, stories (including myths and legends), stories that demonstrate differing historical settings/cultures and imaginary worlds, or written in the style of a specific author.			

Writing – Composition / Planning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oral rehearsal	P1.1.1 Say out loud what they are going to write about. P1.1.2 Compose a sentence orally before writing it.	P2.1.1 Planning or saying out loud what they are going to write about	P3.1.1 Compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, using the appropriate terminology. At least simple and compound sentences.	P4.1.1 Oral composition should expand to include grammar taught at this level - [eg. complex sentences including more ambitious noun phrases and fronted adverbials]	P5.1.1 Noting and developing initial ideas, drawing on reading and research where necessary. Use of independent research to build on discussion skills developed in Year 3/4 incorporating oral discussion and rehearsal. Plan using a relevant format.	P6.1.1 Make judicious choices about the relevance and usefulness of ideas and information gained through research and discussion. Plan using a relevant format.
Written planning		P2.2.1 Writing down ideas and/or key words, including new vocabulary	P3.2.1 Discuss and record ideas. Use group discussion to generate shared ideas as a springboard for individual writing. Record these ideas using a skeleton, as notes or in a planning format [eg brainstorms, timelines, plot chunking/story mountains, flow charts]	P4.2.1 Make active choices about what information to take (and build on) from shared discussion and plan using an appropriate format [eg story mountain, flow chart, story board, boxing-up]		P6.2.1 Select appropriate structure, vocabulary and grammar for writing.
Planning by deconstructing			P3.3.1 Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar at a level relevant to G&P taught at Year 3.	P4.3.1 Able to identify the key features of different types of text and explain their use [eg. the difference between a report and a story]	P5.3.1 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen. Use or adapt ideas from texts read.	P6.3.1 In narratives, adapt, expand, combine or reinvent characters, settings and ideas from published work to create individual and ambitious stories.

Writing – Composition / Evaluation and Editing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic checking *At all levels - re-reading to check writing makes sense.*	E1.1.1 Re-reading written work to check that it makes sense.	E2.1.1 Proof-reading to check for errors in spelling, grammar and punctuation relevant to what has been taught [for example, ends of sentences punctuated correctly]	E3.1.1 Proof-read for spelling and punctuation errors relevant to what has been taught (eg speech punctuation)	E4.1.1 Proof-read for spelling and punctuation errors relevant to what has been taught (eg commas after fronted adverbials)	E5.1.1 Proof-read for spelling and punctuation errors relevant to what has been taught (eg correctly marked relative clauses, parenthesis)	E6.1.1 Proof-read for spelling and punctuation errors relevant to what has been taught (eg hyphens, semi-colons, colons)
Verbs and tenses		E2.2.1 Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous (progressive) form.	E3.2.1 Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the **perfect** form.	E4.2.1 Re-read to check that verbs to indicate time are used correctly and consistently across the simple, progressive and present perfect tenses.	E5.2.1 Ensure the consistent and correct use of tense throughout a piece of writing including verbs in the past perfect tense. Pay attention to different writing styles that use different tenses [eg present tense non-chronological reports] E5.2.2 Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	E6.2.1 Ensure the consistent and correct use of tense throughout a piece of writing. Including the correct use of passive voice, deliberate changes in tense for effect.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvement	E1.3.1 Discuss what they have written with the teacher or other pupils.	E2.3.1 Evaluate their writing with the teacher and other pupils	E3.3.1 Assess the effectiveness of their own and others' writing and suggest improvements. Through use of success criteria propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	E4.3.1 Assess the effectiveness of their own and others' writing and suggest improvements (beginning to show conscious decisions about choice of language, presentation, organisation - eg are paragraph breaks correct, headings apt)	E5.3.1 Assess the effectiveness of their own and others' writing and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using success criteria linked to current Year 5 learning (as well as previous years).	E6.3.1 Assess the effectiveness of their own and others' writing and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using success criteria linked to current Year 6 learning (as well as previous years).
Performance	E1.4.1 Read aloud their writing clearly enough to be heard by their peers and the teacher.	E2.4.1 Read aloud what they have written with appropriate intonation to make the meaning clear.	E3.4.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	E4.4.1 Read aloud their own writing, to a group or the whole class, using punctuation, paragraph breaks and layout as signposts to help delivery.	E5.4.1 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Writing – Handwriting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.		Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.	
Letter formation	H1.1.1 Sit correctly at a table, holding a pencil comfortably and correctly with an effective grip H1.1.2 begin to form lower-case letters in the correct direction, starting and finishing in the right place H1.1.3 Form capital letters.	H2.1.1 Form lower-case letters of the correct size relative to one another. H2.1.2 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. *Eg not putting capitals in the middle of words, not*	H3.1.1 Form and use the four basic letter joins (bottom joins, bottom to "c" shape joins, "e" joins (top and bottom join strokes) and top joins).	H4.1.1 Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	H1.1.4 Form digits 0-9 H1.1.5 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	*using capital A all the time.* H2.1.3 Use spacing between words that reflects the size of the letters.				
Cursive writing		H2.2.1 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	H3.2.1 Confidently use the diagonal and horizontal strokes that are needed to join letters and begin to show which letters, when adjacent to one another, are best left unjoined	H4.2.1 Confidently use the diagonal and horizontal strokes that are needed to join letters. Join letters consistently, showing which, when adjacent to one another, are best left unjoined.	H5.2.1 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters to assist general presentation	H6.2.1 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters in different contexts, such as addressing envelopes, writing email addresses, labelling diagrams, titling newspaper articles.
					H5.3.1 Choose the writing implement that is best suited for a task [eg. pencil for maths/note making, thickness of pen nib for different writing].	H6.3.1 Choose the writing implement that is best suited for a task [eg highlighting in different colours for different categories or to create a key when labelling diagrams or drawing graphs]