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| **Writing Strands** | **Reception** | **Year 1** | **Year 2** | Year 3 | Year 4 | **Year 5** | **Year 6** |
| **Essential Non-Negotiable Knowledge: Composing sentences for clarity, purpose and effect**  ***(sentence extension)*** | **Say a sentence, write and read it back to check it makes sense** | **Know that ‘and’ can join words, phrases, clauses** | **Begin to know the four different sentence types and that they have different functions.**  **Know that sentences can be extended by combining adjectives with nouns.**  **Know that conjunctions can join words, phrases, clauses, including; but, so, or, because, when, and.**  **Know that verb endings and verb chains change the tense of the sentence.** | **Know that sentences can be further extended using subordinating conjunctions.**  **Know that adverbs can be used to demonstrate when, where, how or to what degree an action occurs.**  **Begin to know that the present perfect form of verbs can signal the recent past.** | **Know that sentences can be further extended by including expanded noun phrases with prepositions (with, by).**  **Know that adverbs and adverbial phrases can be used at the start of the sentence.** | **Know that sentences can be further extended by including simple relative clauses.**  **Know that modal verbs demonstrate degree of possibility.** | **Know the range of verb forms including; perfect form, passive voice.** |
| **Composing sentences for clarity, purpose and effect**  ***(sentence extension)*** | Use talk to help work out problems  and organise thinking and activities.  Explain how things work and why  they might happen | Children understand how words combine to make sentences.  Join words and clauses using 'and' . | Use sentences with different forms: statement, question, exclamation and command.  Use expanded noun phrases to  Present and past tenses are correct and consistent, including the progressive form  Use subordination and co-ordination | Express time, place and cause using conjunctions, adverbs and prepositions.  Use the present perfect form of the verbs  Extend their range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although. | Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Use fronted adverbials. | Use relative clauses beginning with 'who, which, where, whose, that'. Indicate degrees of possibility using adverbs or modal verbs.  Use the perfect form to make relationships of time and cause. | Use the passive voice, where appropriate.  Understand and use appropriate verb structures for formal speech and writing e.g. the subjunctive. |
| **Essential Non-Negotiable Knowledge: Technical accuracy of syntax and punctuation in phrases, clauses and sentences**  ***(punctuation)*** | **Introduce finger spaces, full stops and capital letters** | **Begin to know that all sentences start with a capital letter.**  **Begin to know that all sentences end with either .?!**  **Know that personal pronoun ‘I’ is capitalised.**  **Begin to know that proper nouns are capitalised.** | **Know that all sentences start with a capital letter.**  **Know that all sentences end with either .?!**  **Begin to know the function of commas and apostrophes.** | **Begin to know the function of inverted commas.** | **Know that inverted commas demarcate speech.**  **Know that fronted adverbials require a comma.**  **Know the different functions of the apostrophe (contracted form, singular possession, plural possession)** | **Know the different ways to punctuate parenthesis (brackets, dashes, commas).**  **Know the different functions of the comma (lists, fronted adverbials, clarify meaning).** | **Know the different functions of the semi-colon and colon.**  **Know that words can be hyphenated to avoid ambiguity.** |
| **Technical accuracy of syntax and punctuation in phrases, clauses and sentences**  ***(punctuation)*** | Begin to punctuate writing using finger spaces, full stops and capital letters | Begin to punctuate sentences using a capital letter, full stop, question mark and exclamation mark.  Use capital letters for names of people, places, days of the week and the personal pronoun 'I'. | Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive correctly. | Sentences are demarcated accurately, including some correct use of speech punctuation (inverted commas). | Sentences are demarcated accurately, including correct use of inverted commas and other punctuation to indicate direct speech.  Use apostrophes to mark plural possession  Use commas after fronted adverbials. | Sentences are demarcated accurately including the use of brackets, dashes and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. | Full range of punctuation used accurately to demarcate sentences including speech punctuation. This will include the use of the semi-colon, colon and dash to mark the boundary between independent clauses.  Use colons to introduce a list and use semi-colons within lists.  Use bullet points to list information Use hyphens to avoid ambiguity. |
| **Essential Non-Negotiable Knowledge: Text structure and organisation**  ***(cohesive devices and layout)*** | **Have an understanding of a beginning, middle and an end** | **Know that sentences are ordered chronologically in narratives.**  **Know that narratives (stories and recounts) have a beginning, a middle and an end.** | **Know that the order, and grouping, of sentences provides simple coherence.**  **Begin to know some of the layout features of non-narrative texts, including numbered points for instructions.** | **Begin to know that sentences about related material can be into paragraphs (for information writing).**  **Know the functions of headings and sub-headings for information writing.** | **Know that sentences can be organised into paragraphs for narrative and non-narrative writing.**  **Know that paragraphs are ordered chronologically in narratives.**  **Know the functions of pronouns and adverbials in providing cohesion across sentences.** | **Know the function of adverbials in providing cohesion across, and within, paragraphs.**  **Begin to know that the order of paragraphs in narratives does not need to be ordered chronologically (i.e. flashbacks).** | **Know the function of adverbials, repetition and ellipsis in providing cohesion across, and within, paragraphs.**  **Know that the order of paragraphs in narratives does not need to reflect the chronology (i.e. flashbacks, portal).** |
| **Text structure and organisation**  ***(cohesive devices and layout)*** | Retell a simple 5 part story (once upon a time, then, but, so, finally, happy ever after …) | Sequence sentences to form short narratives.  Use a simple opening/ closing phrase. | Sequence ideas or events by use of time related words, numbered points, headings, line breaks.  Group ideas by content.  Make some attempt to organise ideas with related points next to each other.  Draw on the structure of whole books they have read to help them understand how different types of writing can be structured.  A simple opening or ending is used. | Sequence ideas logically.  Use paragraphs as a way to group related material.  Use headings and subheadings to help their presentation.  A brief introduction or opening and / or ending usually signalled. | Writing is organised through sequencing and logical transition.  Use paragraphs to organise ideas around a theme.  Within paragraphs or sections, make some links between sentences with the use of pronouns or adverbials.  A brief introduction or opening and / or ending signalled. | Continue to build cohesion within a paragraph through the use of adverbials.  Link ideas across paragraphs using adverbials of time, place and number. An appropriate opening and closing that may be linked is shown. | Link ideas across paragraphs using a wider range of cohesion devices: repetition of a word of phrase, the use of adverbials and ellipsis.  In non-fiction, use specific layout devices to structure texts. Relationships between paragraphs or sections give structure to the whole text e.g. connections between openings and endings. |
| **Essential Non-Negotiable Knowledge: Select appropriate and effective vocabulary** | **Introduce determiners (the, a, my, your…)**  **Prepositions (up, down, in…)**  **Adjectives (old, big…)**  **Adverbs (luckily)**  **Similes using like** | **Begin to know which words and phrases are related to a topic.** | **Once upon a time…**  **Firstly, secondly, next etc**  **Dear Diary…**  **Know that noun phrases can provide extra information for the reader.** | **Far, far away…**  **Know a range of adverbs (i.e. –ly, time adverbials) and how they change they effect of the sentence.** | **Know that precise nouns can sometimes be more effective/ give greater clarity than noun phrases.**  **Know a range of fronted adverbials.** | **Know the difference between metaphors and similes.**  **Begin to know how figurative language implies information for the reader** | **Know the difference between formal and informal vocabulary and how these reflect speech and written registers.** |
| **Select appropriate and effective vocabulary** | Begin to use adjectives in writing | Word choice conveys information and ideas for example, story or topic related vocabulary. | Use expanded noun phrases for description and specification. Children are using some adventurous word choices in the correct context taken from their reading and their discussions about it. | Children propose some changes to vocabulary to improve their sentences.  Select some vocabulary for effect or appropriateness to task and able to discuss these.  Continue to write with expanded noun phrases. | Write with noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Vocabulary is chosen for effect and appropriateness to task.  Children write with precise nouns for clarity. | Ideas and events are developed through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for effect and emphasis.  Some use of stylistic features support the purpose, for example, appropriate use of similes and metaphors. | Vocabulary is predominately appropriate to text type and genre, precise word choice creates impact and meaning.  Understand the difference between formal and informal vocabulary and use in context.  Use expanded noun phrases to convey complicated information concisely.  Varied and carefully selected stylistic features support purpose and effect for example, figurative language and rhetorical questions. |
| **Essential Non-Negotiable Knowledge: Composition and effect** | **Begin to understand that writing can be fictional or non-fiction (factual)** | **Begin to know that all writing has a purpose and is for a defined reader.** | **Know the difference between writing to inform and writing to entertain.**  **Know how to address the reader through text organisation.** | **Know the difference between writing to inform, entertain, persuade** | **Know how to create the effect** | **Know the difference between writing to inform, entertain, persuade, discuss** |  |
| **Composition and effect** | Begin to understand who might read the text and why | Children have some awareness of purpose and audience with basic ideas and content usually linked to the task. | Children write for different purposes. They make some attempt to interest the reader.  They show some awareness of purpose with ideas and content generally relevant to the task. Viewpoint maybe indicated by simple comments or actions.  Main features of the selected form are signalled to the reader. | Children continue to have opportunities for write for a range of real purposes and audiences as part of their work across the curriculum. They show some awareness of purpose through selection of relevant content as well as an attempt to interest the reader.  Viewpoint is expressed but may not always be maintained.  Features of the writing are generally appropriate to the selected task. | Children continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. They show awareness of purpose through selection of relevant content as well as an attempt to interest the reader.  Viewpoint is expressed and generally maintained.  Features of the writing are appropriate to the selected task.  The content in their writing maybe imbalanced, for example led predominately by dialogue. | Children identify the audience for and purpose of the writing as part of their work across the curriculum  They select the appropriate form and use other similar writing as models for their own.  Features of the text type and genre are appropriate to the task. Viewpoint is established and maintained.  Their writing shows a balance between action and dialogue, fact and comment. | Children create longer passages of text.  Content is controlled with some effective selection and ordering of text to engage the reader.  Viewpoint is established and controlled.  Children write with a real awareness of the purpose and audience and can control their writing for different audiences. |
| **Essential Non-Negotiable Knowledge: Planning and drafting writing** | **Begin to use a story map or mountain as a planning tool** | **Know the importance of collecting and sequencing ideas before writing.**  **Know that writing comes from verbally constructed ideas.** | **Know how to use simple planning formats to collect ideas and key vocabulary.**  **Know that writing reflects verbally rehearsed ideas.** | **Begin to know that similar writing can be used to support planning.**  **Know how to use planning formats to collect and organise ideas.**  **Know that writing should continue to reflect verbally rehearsed compositions.** | **Know that similar writing with different structures can be used to support planning.**  **Know how to use further planning formats to organise the content of paragraphs.**  **Know that writing, including dialogue, can be verbally rehearsed** | **Begin to know that reading and research can be used to develop ideas.**  **Begin to know a range of planning formats and make appropriate choices depending on the form of writing.**  **Know that grammar and vocabulary choices can change meaning.** | **Know that reading and research can be used to develop ideas.**  **Know a range of planning formats and make appropriate choices depending on the form of writing.**  **Know that grammar and vocabulary choices can change and enhance meaning.** |
| **Planning and drafting writing** | Begin to compose sentences orally before writing | Children can say out loud what they are going to write about and can compose a sentence orally before writing it. | Children consider what they are going to write before beginning by:  1. Planning or saying out loud what they are going to write about  2. Writing down ideas and/or key words, including new vocabulary 3. Encapsulating what they want to say, sentence by sentence | They compose and rehearse their sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Children discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  They discuss and record their own ideas. | Compose and rehearse sentences orally, building a varied and rich vocabulary.  Children discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | Select appropriate grammar and vocabulary, understanding how such choices enhance meaning.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, they consider how authors develop characters and settings, relating it to what they have read, listened to or seen performed. | Select appropriate grammar and vocabulary, understanding how such choices enhance meaning.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, they consider how authors develop characters and settings, relating it to what they have read, listened to or seen performed. |
| **Essential Non-Negotiable Knowledge: Evaluate and editing writing** | **Know that we need to check our writing to check that it makes sense.** | **Begin to know that all writing needs to make sense for a reader (basic coherence).** | **Know that all writing must be coherent for the reader; including accurate punctuation and correct tense is maintained.**  **Know how to proof read and make appropriate changes to spelling, grammar and punctuation errors.** | **Begin to know that all writing must be coherently organised for the reader.**  **Begin to know the effect the writing should have on the defined audience.**  **Continue to know how to proof read and make appropriate changes to spelling and punctuation errors.** | **Know that all writing must be coherently organised for the reader.**  **Know the effect the writing should have on the defined audience.**  **Continue to know how to proof read and make appropriate changes to spelling and punctuation errors.** | **Begin to know that coherence must be maintained over whole compositions.**  **Continue to know how to proof read and make appropriate changes to spelling and punctuation errors.**  **Begin to know the importance of maintaining the appropriate register (speech or written) to demonstrate levels of formality.** | **Know that coherence must be maintained over whole compositions.**  **Continue to know how to proof read and make appropriate changes to spelling and punctuation errors.**  **Know that the appropriate register (speech or written) is maintained.** |
| **Evaluate and editing writing** | **Say a sentence, write and read it back to check it makes sense** | Children re-read what they have written to check that it makes sense and can discuss what they have written with the teacher and other pupils. | Children evaluate their writing with the teachers and other pupils as well as re-read to check that it makes sense.  In addition, they will also be able to proof read to check for errors in spelling, grammar and punctuation. | Children propose some changes to vocabulary and grammar to improve their sentences.  They assess the effectiveness of their own and others' writing and suggest improvements.  They proof read for spelling and punctuation errors. | Children propose changes to vocabulary and grammar to improve their sentences.  They assess the effectiveness of their own and others' writing and suggest improvements.  They proof read for spelling and punctuation errors. | Children propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. They assess the effectiveness of their own and others' writing.  Children ensure the consistent and correct use of tense throughout their writing and ensure correct subject and verb agreement.  They proof-read for spelling and punctuation errors. | Children propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. They assess the effectiveness of their own and others' writing.  Children ensure the consistent and correct use of tense throughout their writing and ensure correct subject and verb agreement.  They proof-read for spelling and punctuation errors. |
| **Terminology (as defined in Appendix 2 ‘Terminology for Pupils’)** | Finger spaces, letter, word, sentence, full stops, capital letter, simile | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | Noun, noun phrase, question, statement, exclamation command, compound and suffix, adjective, adverb, verb, tense (past and present), progressive, apostrophe and comma | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas | determiner, pronoun, possessive pronoun, adverbial | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
| **Knowledge: Text Type; genres and forms** |  |  |  |  |  |  |  |
| **Genre and Text Type** | **Writing traditional tales** | **Writing narratives - key stories, fairy stories and traditional tales.** | **Writing narratives about personal experiences and those of others, writing about real events, writing poetry, writing for different purposes** | **Narrative (creating settings, character and plot), explanation (using simple organisational devices), description** | **Narrative (creating settings, character and plot), explanation (using simple organisational devices), description, play scripts, poetry (different forms)** | **Diaries, narratives - describe settings, character and atmosphere, narrative poetry, non-fiction (using further organisational and presentational devices to structure texts and guide the reader)** | **Diaries and autobiographies, narrative - children integrate dialogue to convey character and advance the action, poetry from literary heritage, non-fiction (using further organisational and presentational devices to structure texts and guide the reader)** |