

Year 3 Writer	Year 4 Writer	Year 5 Writer	Year 6 Writer
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Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding ☐ develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ☐ appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Key Stage 1

- Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules.
- They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.
- Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description.
- They draw on models from reading in structuring and developing their own texts.
- They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases.
- They use an increasing range of common conjunctions, such as *and*, *but*, *so* and *because* to develop, link or expand ideas.
- These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling.
- They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others.
- They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists.
- Their handwriting becomes of a consistent size and letters are generally formed correctly.
- They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.
- Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres.
- They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum.
- They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.
- They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation.
- Handwriting is usually consistent and legible and they may be experimenting with joined handwriting

Key Stage 2

Year 3:

- Moderately fluent writers are writing more confidently and developing ideas at greater length in a few familiar forms. They have a growing ability to structure these texts and are willing to experiment with a wider range of writing.
- Children at this stage continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures.
- They show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise. This may include the use of expanded noun phrases and precise vocabulary for effect or to add description.
- They are able to shape writing in familiar genres confidently, drawing on their experience of reading. They demonstrate control over the conventions of writing and can develop and shape a variety of text types across narrative, non-fiction and poetry.
- They create developed pieces of writing, shaped and supported by planning structures such as notes, story maps, storyboards, concept maps etc.
- They have an understanding of the different forms and layouts needed for different types of writing.
- They begin to write more extensively. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their texts using appropriate adverbs and connectives.
- Tenses are consistent and a wider range of punctuation is used appropriately, such as exclamation marks and question marks to support meaning. In addition children use inverted commas to demarcate direct speech.
- They read back their writing and, with support, revise their own texts to link and develop ideas coherently.
- Children's spelling is becoming much more accurate, with a wider range of exception words correctly spelt. They also have an awareness of a greater range of grapheme phoneme correspondences, of words that contain these and of the basic rules for their use, which may be based on analogy. Advanced words may still be spelt phonetically. They draw on a wider range of strategies in spelling (e.g. common letter strings, awareness of visual patterns, as well as phonetically based spellings).
- Older writers at this stage are increasingly willing to take risks with both composition and transcription.
- They may find it difficult to sustain initial efforts over longer pieces of writing and may not be able to develop writing over a piece, losing momentum or cohesion towards the middle or not being able to draw writing to a satisfying conclusion.

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Year 4:

- Fluent writers are capable writers, who are growing in independence and using writing for a wider range of purposes – expressive, informational and imaginative.
- Inspired by a range of reading, children at this stage begin to plan for an audience and are beginning to consider the appropriateness of language and style and to shape their language with a considered reader or audience in mind.
- Children at this stage often choose to write over longer periods. They can write more extensively and their writing is appropriate to the purpose and audience.
- They write about their experiences and interests and begin to think about their audience and adapt their tone accordingly.
- Their narratives have clear structures, include a clear beginning, middle and end and involve more elaborate descriptions and details, often through the use of adverbial clauses. In non-fiction writing, they show how meaning can be enhanced through details, explanations, and examples.
- They have embedded skills and write automatically, no longer struggling with the physical process of writing and are able to develop a far greater stamina for writing.
- They begin to organise writing into sections for clarity.
- Their writing shows increasing attention to the visual patterns in spelling, which is generally accurate, with plausible attempts at unknown or increasingly difficult words.
- Common errors may include misspelling of homophones and inaccuracies in using apostrophes for contractions.
- Children work confidently with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.
- They use a greater range of punctuation: building on knowledge established in earlier stages, they now use commas to demarcate clauses, are increasing in confidence in their use of speech-related punctuation and are punctuating texts for meaning more consistently.

Year 5:

- Experienced writers are confident students who enjoy writing in different genres, and are developing personal voices. Their writing may show marked influences of texts that have been read.
- As students' writing becomes more confident and complex, they begin to set an appropriate mood and tone for their pieces.
- Sentence length and structure are varied for effect and transitional phrases are used appropriately and successfully to ensure fluency.
- Students' writing at this stage is securely organised within paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.
- Students at this stage use standard forms more consistently. They use written language in more deliberate ways to make meanings more explicit.
- They still need support in sustaining long pieces of writing or expressing complex meanings.
- They draw on a range of effective strategies for spelling, using a wider range of rules and patterns.
- They know and apply more infrequent representations of common sounds such as /g/ in league, /k/ in antique and include the correct use of more complex prefixes and suffixes such as variation of /-tion/.
- They use a wider range of punctuation consistently and devices such as ellipsis to create a specific effect on the reader.
- When re-reading, responding and editing their writing, students provide examples, add reasons, and delete for clarification. Their editing is more advanced, and they find most of their own grammar, spelling, capitalisation, and punctuation errors.
- They have developed their own legible style of handwriting.

Year 6:

- Independent writers are self-motivated, can write at length and are beginning to use writing to refine their own ideas.
- They are developing their own style and range as writers, but may still need support with the structuring of more complex narrative and non-narrative forms.
- In understanding the purpose and audience of their writing, they can select the appropriate form and style.
- Students at this stage have a wide experience of writing across a range of genres and can write at length; shaping and developing writing across a wide range of genres, without first needing explicit teaching of genre features.
- Having a broad range of experience across different types of writing, they now choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.
- They are able to follow the process of drafting, redrafting and publishing, enhancing writing to meet the needs of the reader, as they edit and respond to their own writing.
- They use a range of techniques to enhance reader response such as varied sentence structures, précis longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion.
- They use more sophisticated punctuation such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect.
- They have sufficient experience from reading and extensive exploration of a range of texts across genres to form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.
- Students show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience.
- They use standard spelling consistently including the use of silent letters and draw on effective self-help strategies when challenged by unknown words.
- They are increasingly able to use punctuation, including paragraphing effectively, to organise texts.
- They are likely to reflect on their writing and revise texts for the reader, choosing language for effect or to clarify meanings.

St James' CofE Juniors - Writing

		Year 3 Writer	Year 4 Writer	Year 5 Writer	Year 6 Writer
Progression and Assessment Criteria		Composition and Effect - Begin to write settings, characters and plot. - Begin to plan and draft for a range of purposes and audiences. Text Structure and Organisation - Use simple organisational devices in non-narrative-headings and subheadings. - Begin to use paragraphs around a theme. Sentence Construction - Begin to use conjunctions (if, because, when) to construct sentences. - Use a range of devices to express time and cause. Language - Use past and present tense mostly correctly. - Use a varied and rich vocabulary including alliteration, similes and metaphors, expanded noun phrases for detail and description. Punctuation - Begin to correctly demarcate sentences FS, ?, ! as appropriate. - Begin to use inverted commas to demarcate speech. - Begin to use commas in lists. - Begin to use apostrophes for contraction. - Begin to use possessive apostrophe for single and plural nouns. - Begin to edit punctuation errors.	Composition and Effect - Characters are conveyed through action, dialogue and emotion. - Write effectively for a range of purposes and audiences Text Structure and Organisation - Non-narrative writing has a clear purpose, and relevant information e.g. structure and subheadings - Narratives include a clear structure, setting, plot. - Paragraphs are used to organise information around a theme. Sentence Construction - Composes sentences using a range of sentence structures - Starting to use a range of devices to build cohesion e.g. fronted adverbials of time, place and manner, pronouns to avoid repetition. - Uses a wider range of subordinating conjunctions e.g. as although, since while Language - Accurate and consistent use of tense used. - Select vocabulary for effect including technical vocabulary. - For detail and description, expand noun phrases before and after the noun with prepositional or adverbial phrases. Punctuation - Sentences demarcated correctly including g FS, ? ! as appropriate - Commas mostly used for fronted adverbials - Inverted commas and punctuation within them correctly used. - Commas in list. - Consistently use apostrophes for contraction. - Consistently use possessive apostrophe for single and plural nouns. - Edits, drafts to ensure meaning and impact is clear	Composition and Effect - Use dialogue to reveal character and atmosphere. - Writes effectively for a range of purposes using appropriate features e.g. first person diary, direct address in instructions and persuasive writing. Text Structure and Organisation - Starting to link paragraphs with a range of cohesive devices. - Use a range of presentational devices including use of title, subheading and bullet points. Sentence Construction - Start sentences using a variety of openers e.g. time conjunctions, verbs, adjectives, subordinate conjunctions, expanded noun phrases. - Begin to use passive verb forms. - Uses modal verbs. Language - Creates effects in writing using figurative language. - Select vocabulary to match the purpose and audience (formal and informal). - Start to use a variety of tenses where appropriate. Punctuation - Uses (mostly correctly): - Commas, within clauses, to clarify meaning - Dashes - Brackets - Uses hyphens - Uses colons to introduce lists.	Composition and Effect - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing, discussion writing) - In narratives, describe settings, characters and atmosphere Text Structure and Organisation - Integrate dialogue in narratives to convey character and advance the action - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Sentence Construction - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Language - Use verb tenses consistently and correctly throughout their writing Punctuation - Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

St James' CofE Juniors - Writing

Year 3 Writer	Year 4 Writer	Year 5 Writer	Year 6 Writer
Spelling • Spells some words correctly (Year 3 and 4) spelling further homophones. • Edits spelling errors. Handwriting • Can write mainly in joined handwriting. Greater Depth • A variety of writing, including cross curricular writing shows evidence of: ○ Deliberate choice of language, grammatical structures, presentational devices and punctuation. ○ Independent control of a range of text types and genres. ○ Pupil drawing independently on their reading as models for writing. ○ Self -editing and improvement.	Spelling • Spells most words correctly (Year 3 and 4) Handwriting • Consistently maintains legibility in joined handwriting. Greater Depth • A variety of writing, including cross curricular writing shows evidence of: ○ Deliberate choice of language, grammatical structures, presentational devices and punctuation. ○ Independent control of a range of text types and genres. ○ Pupil drawing independently on their reading as models for writing. ○ Self -editing and improvement.	Spelling • Spells all Year 3 and 4 words correctly. • Spells some Year 5 and 6 words correctly. • Spell some homophones from Year 5/6 spelling appendix. • Use the hyphen to join a prefix to a root e.g. re-enter. Handwriting • Legible writing consistently applied through a piece of writing. Greater Depth • A variety of writing, including cross curricular writing shows evidence of: ○ Deliberate choice of language, grammatical structures, presentational devices and punctuation. ○ Independent control of a range of text types and genres. ○ Pupil drawing independently on their reading as models for writing. ○ Self -editing and improvement.	Spelling • Spell correctly most words from the Year 5 / 6 spelling list,* • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Handwriting • Maintain legibility in joined handwriting when writing at speed.. Greater Depth • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^