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 purposefullyTo plan by talking about ideas and writing notes To write, review and improve To make notes  | To write purposefully To plan, write, edit and improveTo 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 purposefullyTo note, develop and research ideas To plan, draft, write, edit and improve  | To write purposefullyTo identify the audience for my writingTo note, develop and research ideasTo plan, draft, write, edit and improveTo 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 sentencesTo use present and past tense including the progressive formTo 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 perspectiveTo use rhyme accurately  | To use the correct structure and features for my purpose and text type To organise paragraphs around a themeTo 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 typeTo 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 typeTo guide the reader using a range of organisational and presentational devicesTo choose effective grammar and punctuationTo write cohesively at length To ensure consistency with tense, using regular and irregular verb formsTo vary narrative structuresTo 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 pronounsTo use parenthesisTo 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 pronounsTo use parenthesisTo 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 choicesTo describe charactersTo begin to use adverbial phrases To experiment with synonyms  | To use statements, questions, exclamations and commands effectivelyTo describe characters, settings and plots to engage the readerTo 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 speechTo make relevant word choices To experiment with synonyms and antonyms  | To use statements, questions, exclamations and commands effectivelyTo 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 effectTo use expanded noun phrases To use adverbs and adverbial phrases To interweave description and dialogue To select and use sophisticated conjunctions for the right purposeTo use quotations and reported speech To make sophisticated word choicesTo 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 atmosphereTo introduce characters in a variety of waysTo use figurative language purposefullyTo use emotive languageTo use modifiersTo use complex noun phrases, adverbs and adverbial phrasesTo use dialogue to move the action forward and create tensionTo select and use a wide range of sophisticated conjunctions appropriate for the form, audience and purposeTo embed and use quotations and reported speechTo make sophisticated word choicesTo use appropriate synonyms and antonyms to avoid repititionTo use ‘show not tell’ |
| To use word classes accurately | To use plural nouns with ‘es’ and ‘s’ To use imperativesTo add suffixes to verbs To use adjectives to add detail To identify and use adverbs to add detailTo begin to use prepositions  | To add prefixes To add suffixes To identify and use nounsTo use plural nouns with ‘es’ To identify and use verbs To use adjectives to add detail To identify and use adverbs to add detailTo add ‘ly’ to adjectives to form adverbsTo use prepositions to mark place or time  | To identify word classes To modify word classesTo 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 verbsTo 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 formTo use the perfect form To choose appropriate and adventurous adjectives for impactTo 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 meaningsTo identify and use nouns (including collective and abstract)To identify and use verbs including imperatives, modals and conditionalsTo use modal verbs to indicate degrees of possibilityTo use the subjunctive formTo use the perfect formTo 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 marksTo begin to use question marksTo begin to use commas for listsTo 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 ITo use question marks To use commas for listsTo 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 1To consistently use commas after fronted adverbials To use commas to separate clausesTo use apostrophes for singular and plural possessionTo punctuate direct speech accurately  | To use the punctuation I learnt in the pastTo use brackets To use dashes To use colonsTo use semi-colonsTo use commas to clarify meaning or avoid ambiguity  | To use a wide range of punctuation I learnt in the pastTo use brackets effectivelyTo use dashes effectivelyTo use colons and semi colons effectivelyTo use commas to clarify meaning or avoid ambiguityTo use hyphens to avoid ambiguity |
| To present neatly | To use finger spaces To sit at a table and hold a pencil correctly and comfortablyTo form lower-case letters in the correct direction, starting and finishing in the right placeTo form capital lettersTo form digits 0-9To understand and practice which letters are formed in similar ways | To use appropriate spaces to separate wordsTo form lower-case letters of the correct size relative to one anotherTo begin to use some diagonal and horizontal strokes to join lettersTo begin to understand which letters are best left unjoinedTo 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 unjoinedTo 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 unjoinedTo increase the legibility, consistency and quality of my writing | To write legibly, fluently and with increasing speedTo know which standard of handwriting is best suited for tasks | To write legibly, fluently and with increasing speedTo know which standard of handwriting is best suited for tasks |