



Dream Big, Aim High
& Make a Difference

Writing Overview – Year R

(30 – 50 months 40 – 60 months Early Learning Goals)

Purpose and Impact	<ul style="list-style-type: none"> - I can talk about a story or about an event. - I can add detail when I retell. - I can write left to right. - I can invent writing ideas. - I can write my own name and other things such as labels, captions etc.
Structure and Shape	<ul style="list-style-type: none"> - I can include character names in stories and 'I' in recount. - I can write ideas about things I like.
Sentence Structure	<ul style="list-style-type: none"> - I can use pictures to add meanings. - I can write some words and phrases. - I can attempt to write short sentences in meaningful contexts. - I can write simple sentences which can be read back by myself and others. Some words are spelt correctly and others are phonetically plausible.
Tense	n/a
Vocabulary	- I can use ambitious words in my writing (appropriate to my age).
Punctuation	n/a
Writer's technique	- I can add in sound words e.g. Crash!
Conjunctions/Complex sentences	- I can add in 'and' when reading back.
Adverbs/adverbial phrases	n/a
Spelling	<ul style="list-style-type: none"> - I can write some CVC words e.g. cat, dog. - I can choose the right letters at the beginning of words. - I can read my work back. - I can continue a rhyming string. - I can hear and say the initial sound in words. - I can segment the sounds in simple words and blend them together. - I can link sounds to letters, naming and sounding the letters of the alphabet. - I can use my phonic knowledge to write words in ways which match their spoken sounds. - I can write some irregular common words.
Handwriting	<ul style="list-style-type: none"> - I can sometimes give meaning to marks as I draw and paint. - I realise tools can be used for a purpose. - I can draw lines and circles using gross motor movements. - I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors. - I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. - I can hold a pencil near point between first two fingers and thumb, and use it with good control. - I can copy some letters, e.g. letters from their name. - I give meaning to marks I make as I draw, write and paint. - I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - I show a preference for a dominant hand. - I can begin to use anticlockwise movement and retrace vertical lines. - I can begin to form recognisable letters. - I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. - I show good control and co-ordination in large and small movements. - I move confidently in a range of ways, safely negotiating space. - I handle equipment and tools effectively, including pencils for writing.
Planning, drafting, evaluating, editing and proof-reading	n/a

Writing Overview – Year 1

Purpose and Impact	<ul style="list-style-type: none"> - I can write stories and recounts. - I can use topic words. - I know why different writing is important.
Structure and Shape	<ul style="list-style-type: none"> - I can include story words e.g Once upon a time... - I can order writing using numbers, time, words, phrases. - I can repeat key words. - I can attempt to group ideas together. - I can write related sentences linked by pronouns or conjunctions e.g. he, she, and.
Sentence Structure	<ul style="list-style-type: none"> - I can write simple words/phrases. - I can start sentences with 'I'. - I can start sentences with a name. - I can start sentences in different ways.
Tense	<ul style="list-style-type: none"> - I can use the correct tense.
Vocabulary	<ul style="list-style-type: none"> - I can use speech-like words. - I can use adjectives to describe shape, colour, size and emotion. - I can use ambitious words in my writing (appropriate to my age).
Punctuation	<ul style="list-style-type: none"> - I try to use capital letters, full stops, question and exclamation marks. - I can use capital letters for names and 'I'.
Writer's technique	<ul style="list-style-type: none"> - I can use onomatopoeia e.g Splash! - I can use alliteration e.g big, blue bucket.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can use 'and' to join two words together. - I can use 'and' to join two clauses together.
Adverbs/adverbial phrases	n/a
Spelling	<ul style="list-style-type: none"> - I can 'have a go' at spelling unknown words. - I can use the suffixes –ing, -ed and –est at the end of words (no change needed in the spelling of root word). - I can use plurals –es and –s. - I can use a prefix un- e.g. unkind. - I can spell some words containing each of the 40+ phonemes (Phase 5 or equivalent). - I can spell some common exception words. - I can spell the days of the week mostly correctly. - I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - I can name the letters of the alphabet in order.
Handwriting	<ul style="list-style-type: none"> - I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. - I can sit correctly at a table, holding a pencil comfortably and correctly. - I can form digits 0-9. - I can form capital letters. - I can recognise which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - I can leave spaces between words.
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can say out loud what the writing will be about. - I can use oral composition to recognise where the sentence begins and ends. - I can reread my writing to check that it makes sense and am independently beginning to make changes.

Writing Overview – Year 2

Purpose and Impact	<ul style="list-style-type: none"> - My ideas are interesting for stories. - My ideas are factual for non-fiction. - I sometimes include my view in writing. - I can include key features in my writing.
Structure and Shape	<ul style="list-style-type: none"> - I can include information and description to interest the reader. - I can order my writing using line breaks and numbers. - I can group main ideas together.
Sentence Structure	<ul style="list-style-type: none"> - I can use statements, questions, exclamations and commands. - I can ask the reader a question. - I can include adventurous adjectives e.g not colour or repetitive. - I can write long sentences. - I can write short sentences. - I can start sentences in different ways e.g One day.... - I can include noun phrases e.g big, red, hat.
Tense	<ul style="list-style-type: none"> - I can use present and past tense e.g. is drumming, was shouting - I can show actions in progress e.g. they were jumping (verbs in continuous form).
Vocabulary	<ul style="list-style-type: none"> - I can choose appropriate words for my writing. - I can write sentences that include adjectives and adverbs. - I can use ambitious words in my writing (appropriate to my age).
Punctuation	<ul style="list-style-type: none"> - I can use full stops, capital letters, commas in a list, question marks and exclamation marks. - I can use apostrophes to show omission e.g can't, we'll, should've. - I can use an apostrophe to show singular belonging to e.g. the girl's bag.
Writer's technique	<ul style="list-style-type: none"> - I can use rhyme for effect e.g Sally was slipping and flipping. - I can use repetition that follows story patterns e.g jump jump as high as you can.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can write compound sentences using coordinating conjunctions like: 'or', 'and', and 'but'. - I can use subordinating conjunctions like: 'when', 'if', 'because', and that' in my writing.
Adverbs/adverbial phrases	<ul style="list-style-type: none"> - I can use 'ly' adverbs in different positions in a sentence e.g. quickly, carefully.
Spelling	<ul style="list-style-type: none"> - I can spell most common exception words correctly. - I can spell some contracted words correctly. - I can use suffixes such as -ness, -er or compounds to create nouns. - I can write compound words e.g. whiteboard. - I can use adjectives ending in -ful, -less, -er, -est e.g. beautiful. - I can turn adjectives into adverbs using 'ly' e.g. 'slow' into 'slowly'. - I can segment spoken words into phonemes, represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can form lower case letters of the correct size, relative to one another. - I can use spacing between words that reflects the size of the letters. - I am beginning to use the diagonal and horizontal strokes needed to join letters.
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can encapsulate what I want to say, sentence by sentence. - I can plan what I want to write about, including writing down ideas and/or key words and new vocabulary. - I can make simple additions, revisions and corrections to my own writing by evaluating their writing with the teacher and other pupils. - I can reread my writing to check that my writing makes sense and that the correct tense is used throughout. - I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

Writing Overview – Year 3

Purpose and Impact	<ul style="list-style-type: none"> - I can write 2 to 3 story sentences on one idea. - I can write 2 to 3 non-fiction sentences on one idea. - I can express my viewpoint e.g I believe - I can include the main features of a story/text type. - I can ensure my writing makes sense.
Structure and Shape	<ul style="list-style-type: none"> - I can create flow by using pronouns, linking phrases and referencing points already made. - I can group ideas together sometimes and create paragraphs. - I can use headings and sub-headings. - I can use openings in stories and non-fiction e.g. 'Early one morning...'/ 'Whales are the largest creatures' - I can use closing in stories and non-fiction e.g. Eventually....., Ultimately.....
Sentence Structure	<ul style="list-style-type: none"> - I can use one word in isolation to grab the reader's attention e.g. Stop! - I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. - I can use prepositions that indicate position in a place or an environment e.g. in, on, behind, under.
Tense	<ul style="list-style-type: none"> - I can use present perfect verbs e.g. He has gone to the shops.
Vocabulary	<ul style="list-style-type: none"> - I can choose words because they create effect. - I can use ambitious words in my writing (appropriate to my age).
Punctuation	<ul style="list-style-type: none"> - I can begin to use inverted commas to punctuate direct speech - I can begin to include other direct speech punctuation e.g. comma, capital letter.
Writer's technique	<ul style="list-style-type: none"> - I can use repetition of key words for impact e.g. He stopped. Stopped, really still - I can use 'like' to build a simile e.g. her eyes were like deep pools.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can use a widening range of conjunctions e.g. while, so, although, when, before, after to express time, place and cause.
Adverbs/adverbial phrases	<ul style="list-style-type: none"> - I can use adverbs/adverbial phrases that indicate time e.g. next, soon, later that day, as dusk fell. - I can use adverbs/adverbial phrases that build a relationship or cause e.g. therefore, as a result.
Spelling	<ul style="list-style-type: none"> - I can use a range of prefixes e.g. super_, anti-, auto_ accurately to build new nouns e.g. anti-climax. - I can use 'an' and 'a' correctly before a word beginning with a consonant or vowel. - I can experiment using more complicated words from a common word e.g. solve, solver, dissolve, insoluble. - I can use spelling rules and patterns as outlined in NC – Appendix 1 for Years 3 and 4 (50%) - I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> - I can use a neat, joined handwriting style with increasing accuracy and speed. - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can plan my ideas out my writing by discussing and recording ideas. - I can proofread my own and others' work to check for errors (with increasing accuracy) and make improvements.

Writing Overview – Year 4

Purpose and Impact	<ul style="list-style-type: none"> - I can add detail to my ideas. - I can maintain a point of view. - I can include all the features of a genre/text type appropriately. - I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.
Structure and Shape	<ul style="list-style-type: none"> - I can organise my writing with a clear beginning, middle and end. - I can write sentences that lead on from previous sentences. - I can start a new paragraph organising idea around a theme. - I can use pronouns and nouns within and across sentences to aid readability. - I can use exciting openings to capture the reader's attention. - I can use dramatic endings in stories and strong conclusions in non-fiction.
Sentence Structure	<ul style="list-style-type: none"> - I can ask rhetorical questions to involve the reader. - I can use more complicated noun phrases e.g. The beautiful lady with the yellow bun
Tense	<ul style="list-style-type: none"> - I can use standard English verbs e.g. I did, we were.
Vocabulary	<ul style="list-style-type: none"> - I can make interesting and varied language choices. - I can use ambitious words in my writing (appropriate to my age).
Punctuation	<ul style="list-style-type: none"> - I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc. - I can mark plural possession using an apostrophe e.g. The boys' names. - I can use a comma after an adverbial phrase.
Writer's technique	<ul style="list-style-type: none"> - I can use 'as' to build a simile e.g. The train was as slow as a hearse. - I can use metaphors to create vivid images.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can use a larger range of conjunctions accurately e.g. while, so, although, when, before, after. - I can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently.
Adverbs/adverbial phrases	<ul style="list-style-type: none"> - I can use fronted 'where/when' adverbial phrases e.g. At dawn, the scarecrow cried. - I can use 'how' adverbs and adverbial phrases in fronted positions e.g. 'Without care, Roger raced home.'
Spelling	<ul style="list-style-type: none"> - I can use a range of techniques to spell unfamiliar words. - I can spell homophones correctly according to use e.g. their/there, too/to. - I can show the difference in writing between plural and possessive with –s apostrophe. - I can use all spelling rules and patterns as outlined in NC – Appendix 1 for Years 3 and 4. - I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> - I am increasing the legibility, consistency and quality of their handwriting [e.g 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]. - I can confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency.
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

Writing Overview – Year 5

Purpose and Impact	<ul style="list-style-type: none"> - I can develop imaginative and logical ideas which include setting, characters and atmosphere. - I can make a clear point of view and elaborate. - I can include all genre features or adapt deliberately. - I can create complicated narratives and non-fictions.
Structure and Shape	<ul style="list-style-type: none"> - I can organise my writing so it reflects different paces in story, or evidence in non-fiction. - I can start a new paragraph to show change in time, place, event or person. - I can use words and phrases to build links within paragraphs e.g. then, after, that, this. - I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). - I can use devices to structure text and to guide the reader (eg, headings, bullet points, underlining).
Sentence Structure	<ul style="list-style-type: none"> - I can create different emphasis through the word order and choice in sentences. - I can mix short and long sentences to change the pace for the reader.
Tense	<ul style="list-style-type: none"> - I can use tense choices to support cohesion e.g. He had seen her before.
Vocabulary	<ul style="list-style-type: none"> - I can use particular vocabulary for effect or emphasis e.g. technical terminology, vivid language - I can use ambitious words in my writing (appropriate to my age)
Punctuation	<ul style="list-style-type: none"> - I can use brackets, dashes or commas to indicate parenthesis. - I can use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat Grandad' or 'Let's eat, Grandad'.
Writer's technique	<ul style="list-style-type: none"> - I can use pathetic fallacy to mirror a character's emotions in nature/weather e.g. She shook under the heavy covers as the fog suffocated the garden. - I can use puns to create humour and intrigue in my writing.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' e.g. John, who was sad, dragged his feet. - I can use verbs ending in <u>ed</u> or <u>ing</u> to start clauses to build complex sentences.
Adverbs/adverbial phrases	<ul style="list-style-type: none"> - I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. - I can use adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.
Spelling	<ul style="list-style-type: none"> - I can use suffixes to convert nouns and adjectives into verbs e.g. _ate, _isy, _ify. - I can use prefixes to change intent of verb e.g. dis_, de_, mis_, over_ and re_. - I can use spelling rules and patterns as outlined in NC – Appendix I for Years 5 and 6 (50%)
Handwriting	<ul style="list-style-type: none"> - I am increasing the speed of my handwriting so that problems with forming letters do not get in the way of writing down what I want to say. - I am clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. - I can confidently use diagonal and horizontal joining strokes throughout my independent writing in a legible, fluent and speedy way.
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - I can proofread my work to assess the effectiveness of my own and others' writing, and to make necessary corrections and improvements.

Writing Overview – Year 6

Purpose and Impact	<ul style="list-style-type: none"> - I can tell a story with imaginative flair(including characters, setting and atmosphere), and with control and direction in non-fiction. - I can convey a convincing viewpoint using another’s point of view to support or contrast my own. - I can challenge the reader’s interest through style and feature choices. - I can manipulate well-known genres for different effects.
Structure and Shape	<ul style="list-style-type: none"> - I can navigate a reader through a text in a logical way or change this deliberately e.g. flashforward or opposing viewpoints. - I can use a range of layout devices e.g. columns, bullets, tables etc. - I can consistently use paragraphs across the whole text. - I can link ideas across paragraphs using a wide range of devices e.g. repetition of words, ellipsis at the end of a section, adverbials.
Sentence Structure	<ul style="list-style-type: none"> - I can choose whether to be formal or informal in my writing, and use appropriate vocabulary (find out – discover, ask for-request, go in-enter). - I can use a range of simple, compound and complex sentences. - I can use the passive voice to hide the ‘doer’ of the action: e.g. The gun was removed from the cabinet. - I can integrate dialogue in stories to convey character and advance the action.
Tense	<ul style="list-style-type: none"> - I can use the subjunctive form e.g. The teacher insists that you are on time. - I can use verb tenses correctly and consistently throughout my writing.
Vocabulary	<ul style="list-style-type: none"> - I can use precise vocabulary for desired effects. - I can use ambitious words in my writing (appropriate to my age).
Punctuation	<ul style="list-style-type: none"> - I can use semi-colon, colon and dash to show independent clauses. - I can use a colon to introduce a list and a semi-colon within a list. - I can use bullet points to list information. - I can use hyphens to avoid ambiguity e.g. recover or re-cover.
Writer’s technique	<ul style="list-style-type: none"> - I can use personification e.g. The trees trembled with fear as the furious fog descended. - I can use an extended metaphor e.g. ongoing comparison/referencing to jewellery.
Conjunctions/Complex sentences	<ul style="list-style-type: none"> - I can use all five main ways of creating a complex sentence: _ed verb start subordinate clause _ing verb start subordinate clause _ly adverb followed by verb subordinate clause Embedded relative clause Subordinating conjunction at start or middle e.g. despite, nevertheless
Adverbs/adverbial phrases	<ul style="list-style-type: none"> - I can use adverbial phrases to link ideas e.g. on the other hand, in contrast - I can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. incredibly, exceptional
Spelling	<ul style="list-style-type: none"> - I can use appropriate formal synonyms for informal words e.g. ‘find out’, ‘to discover’. - I can choose the correct shade of meaning word from a range of antonyms and synonyms. - I can use spelling rules and patterns as outlined in NC – Appendix 1 for Years 5 and 6
Handwriting	<ul style="list-style-type: none"> - I can 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; choosing the writing implement that is best suited for a task. - I can recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Planning, drafting, evaluating, editing and proof-reading	<ul style="list-style-type: none"> - I can habitually proofread for spelling and punctuation errors. - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my own writing.