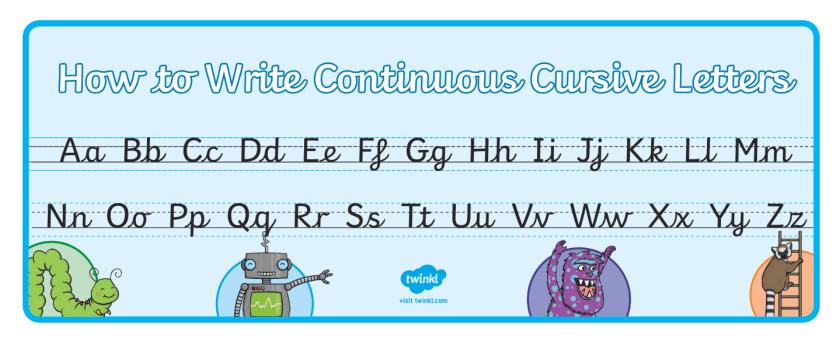
Writing Curriculum Overview

We teach children to write using continuous cursive letters. Children start to form these letters in Reception and learn to join in Year 1 and Year 2. By Year 3 we expect all writing to be joined. The only letters we don't join are capital letters. Each letter is formed as below:



	Year 1 End of Year 1 Expected Standard Writing Indicators		
Write sentences in order to create short narratives and non-fiction texts.			
Use some features of different text types (although these may not be consistent).			
Reread their writing to check that it makes sense and make suggested changes.			
Use adjectives to describe.			
Use simple sentence structures.			
Use the joining word (conjunction) 'and' to link ideas and sentences.			
	capital letters for names, places, the days of the week and the personal pronoun 'I'		
D. ed. editor	finger spaces		
Punctuation Has an awareness of:	full stops to end sentences		
	question marks		
	exclamation marks		
	To spell most words containing previously taught phonemes and GPCs accurately.		
	To spell most Y1 common exception words and days of the week accurately.		
Spelling	To use -s and -es to form regular plurals correctly.		
	To use the prefix 'un'.		
	To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).		

Year 2 End of KS1 Expected Standard Writing Indicators		
Write simple, coherent narratives about personal experiences and those of others (real or fictional)		
Write about real events, recording these simply and clearly		
Use present and past tense mostly correctly and consistently		
Use co-ordination (e.g. or / and / but) to join clauses		
Use some subordination (e.g. when / if / that / because) to join clauses		
Punctuation	use capital letters at the start of sentences and for proper nouns	
	use full stops correctly	
	use question marks correctly when required	
Spelling	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and	
	making phonically plausible attempts at others	
	Spell many common exception words	

Year 3 End of Year 3 Expected Standard Writing Indicators		
Write for a range of purposes		
In narratives:	describe settings describe characters use paragraphs	
In non-narratives:	use simple devices to structure the writing and support the reader such as technical language, headings, sub-headings, bullet points etc.	
Sustain writing across a whole text using appropriate language choices		
Use more than one clause and a range of conjunctions to extend sentences	for/so (co-ordinating) although/before/since/while (subordinating)	
Use a variety of sentence openers		
Show simple cohesion within sentences using pronouns and proper nouns		
Show consistent and correct use of tense throughout a piece of writing		
Use precise adjectives in noun phrases		
Use the present perfect verb form		
Use a or an correctly		

Year 4 End of Year 4 Expected Standard Writing Indicators		
Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint		
	write stories in paragraphs with a clear structure	
In narratives:	write an effective and accurate character description	
	write an effective and accurate setting description	
In non-narratives:	use a topic sentence to introduce a paragraph	
	use accurate technical language to suit the requirement of the text	
	use informative organisational devices (such as headings, sub-headings, captions, bullet points)	
Sustain cohesive writing across paragraphs and sentences in a text using increasingly accurate language choices		
Consistently use a wide range of sentences with varying conjunctions	for/so/yet (co-ordinating)	
that have more than one clause	although/before/since/while/as/after (subordinating)	
Vary sentence structure by using fronted adverbials		
Use precise adjectives for description regularly in expanded noun phrases		
Show consistent and correct use of tense throughout a piece of writing		

	Year 5	
- f V F	From a set and Central and A	

End of Year 5 Expected Standard Writing Indicators

Beginning to independently write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

In narratives describe settings and characters to engage the reader

Use dialogue with increasing confidence to:

convey character

advance the action

Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Condense longer passages by removing unnecessary repetition or irrelevant details.

Proof-read work to:

Assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Create paragraphs that are usually suitably linked.

Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.

Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)

Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

Year 6				
End of KS2	Expected	Standard	Writing	Indicators

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

	characters
In narratives describe:	setting
	atmosphere
Integrate dialogue in narratives:	to convey character
	to advance the action
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in	
narrative;	
Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms etc.	

Use verb tenses consistently and correctly throughout their writing

•	, ,
Punctuation	Use the range of punctuation taught at key stage 2 mostly correctly
	Spell correctly most words from the year 5 / year 6 spelling list
Spelling	and use a dictionary to check the spelling of uncommon or more ambitious vocabulary