



How our Writing curriculum is constructed

Our **‘Progression’** details how our pupils learn the National Curriculum content.

‘Overview’ details what is taught and when.

Our teaching sequences are based on the Devon County Council literacy advisory team writing teaching sequences and our expectations for meeting the expected standard (and exceeding in Years 2 and 6) for writing in each year are detailed in **Key Objectives (end points)** later in this document.

Protected characteristics and British Values are actively promoted at Appledore School by how we act, treat one another and in what we learn. Examples of how we actively teach protected characteristics in writing include: using books as model texts that include some of the protected characteristics (for example Amelia Earhart (Y2), Fantastically Great Women who changed the world (Y3), Women In Science (Y5)).

Writing Progression

FSU	1	2	3	4	5	6
	Planning, writing and editing					
Write recognisable letters, most of which are correctly formed.	To say aloud what they are going to write about. To compose a sentence orally before writing it.	To write narratives about personal experiences and those of others (real and fictional). To write about real events.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	To note down and develop initial ideas, drawing on reading and research where necessary.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils.	To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme.	To consistently organise their writing into paragraphs around	To consider, when planning narratives, how authors have developed	To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Write simple phrases and						To use a wide range of devices to build cohesion within and across paragraphs.



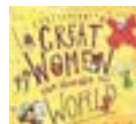


sentences that can be read by others.	<p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>and new vocabulary to encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	To compose and rehearse sentences orally (including dialogue).	<p>a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Awareness of audience, purpose and structure						
	To use a number of simple features of different text types and to make relevant choices about subject matter	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate	To 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




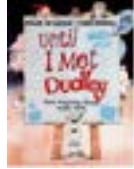


	<p>and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe</p>	<p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
	Sentence construction, tenses, phrases and clauses					
	<p>To use simple sentence structures</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement,</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

	<p>To begin to form simple compound sentences.</p>	<p>question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use a wide 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).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
	Punctuation					

	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Use of terminology						
	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
<p>Click here to view the primary National Curriculum progression</p>						

Detailed below are the texts used to support our writing curriculum. The order of their use and the inclusion of all can vary year to year depending on the needs of each individual cohort.

Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Lord of the Forest (Fiction) 	Teacher choice in response to needs of the class following ongoing formative assessment.	Escape from Pompeii (fiction) 	Teacher choice in response to needs of the class following ongoing formative assessment.	Great Women who changed the World (Non-fiction) 	Teacher choice in response to needs of the class following ongoing formative assessment.	Arthur and the Golden Rope (fiction) 	Teacher choice in response to needs of the class following ongoing formative assessment.	The Cinderella of the Nile (fiction)	Teacher choice in response to needs of the class following ongoing formative assessment.	The Story of Tutankhamun (Non Fiction) 	Teacher choice in response to needs of the class following ongoing formative assessment.
Links to Wider Curriculum (This doesn't have to link)	Geography - rainforests and deserts		Science - rocks		Marie Curie Topic		Geography - Local Area		Geography - Rivers		Ancient Egypt Topic	
Purpose / Audience	Narrative Interview		Newspaper article Historical narrative		Biography Poem		Quest story Poem and narrative from an alternative point of view		Own version of a fairy tale Sequel story		Non-chronological report	
Grammar and punctuation	Narrative Revision from previous year Use capital letters, full stops, questions marks and exclamation marks. (Y2)		Newspaper (also including diary entry and letter) Possessive apostrophe. Speech Using conjunctions and adverbs.		Biography Noun phrases Adverbials Paragraphing Poem Noun phrases Commands to give advice. Subordinating conjunctions. Suffixes -ness and -ment.		Quest story Adverbials Multi-clause sentences Present perfect tense Punctuating direct speech Possessive apostrophe Narrative from alternative point of view Extending the range of sentences with more than one clause by using a wider range of conjunctions. Choosing nouns and pronouns for clarity and cohesion. Possessive apostrophe Direct speech		Alternative version of the fairy tale Present perfect tense Paragraphs Using conjunctions, adverbs and prepositions. Sequel story (also including postcard and setting description) Paragraphs Choosing nouns and pronouns for clarity and cohesion. Expressing time, place and cause using conjunctions. Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.		Non-chronological report (also including instructional writing) Headings and subheadings Recap a or an Word families based on common words showing how root words are related in form and meaning (solve, solution, insoluble, dissolve) Expressing time, place and cause using conjunctions, adverbs and prepositions. Use of headings and sub-headings The present perfect form of verbs instead of the simple past	
Spelling	No Nonsense Spelling Programme											

Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Meerkat Mail 	Teacher choice in response to needs of the class following ongoing formative assessment.		Teacher choice in response to needs of the class following ongoing formative assessment.	Jack and the Dreamjack 	Teacher choice in response to needs of the class following ongoing formative assessment.	Until I Met Dudley 	Teacher choice in response to needs of the class following ongoing formative assessment.	Leon and the Place In Between 	Teacher choice in response to needs of the class following ongoing formative assessment.	Firebird 	Teacher choice in response to needs of the class following ongoing formative assessment.
Links to Wider Curriculum (This doesn't have to link)					Sound Collector - science							
Purpose / Audience	Narrative Narrative (sequence includes visual literacy)		Information Text		Narrative Poetry		Explanatory Text		Narrative Dual voice – narrative from a child's point of view / information text		Extended, more complex traditional story	
Grammar and punctuation	Verb tenses Simple / compound sentences Possessive apostrophe		Speech punctuation Fronted adverbials Conjunctions		Adverbials Expanded noun phrases		Complex sentences Pronouns Brackets / explanation marks		Adverbials Paragraphing Speech		Noun phrases Adverbials Speech	
Spelling	<i>No Nonsense Spelling Programme</i>											

Writing Key Objectives (end points)

FSU	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Year 1	<p>Composition, purpose and audience</p> <ul style="list-style-type: none"> • Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). • Compose sentences orally and in writing • Sequence sentences to form a short narrative or piece of information writing. • Use basic descriptive language. • Re-read and check writing makes sense. <p>Grammar</p> <ul style="list-style-type: none"> • Combine words to form grammatically accurate sentences. • Join words and clauses using 'and' <p>Punctuation</p> <ul style="list-style-type: none"> • Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). • Use capital letters for names and the personal pronoun 'I'. <p>Transcription</p> <ul style="list-style-type: none"> • Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. • Spell many Year 1 common exception words. • Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters and digits 0-9.
Year 2	<p>WTS means working towards (the expected) standard, EXS means working at the expected standard & GDS means working at greater depth</p> <p>Composition, purpose and audience</p> <ul style="list-style-type: none"> • WTS: Write sentences that are sequenced to form a short narrative (real or fictional) • EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional) • EXS: Write about real events, recording these simply and clearly • GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • GDS: Make simple additions, revisions and proof-reading corrections to their own writing.[From Y2 PoS: this is an expectation for all pupils.] <p>• Grammar</p>

	<ul style="list-style-type: none"> • EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] • EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • From PoS: Add description and specification through the use of expanded noun phrase. • From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences. <p>Punctuation</p> <ul style="list-style-type: none"> • WTS: Demarcate some sentences with capital letters and full stops • EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • GDS: Use the punctuation taught at key stage 1 mostly correctly <p>Transcription</p> <ul style="list-style-type: none"> • WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • WTS: Spell some common exception words • EXS: Spell many common exception words • GDS: Spell most common exception words • GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • WTS: Form lower-case letters in the correct direction, starting and finishing in the right place • WTS: Form lower-case letters of the correct size relative to one another in some of their writing • EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • GDS: Use the diagonal and horizontal strokes needed to join some letters • WTS: Use spacing between words. • EXS: Use spacing between words that reflects the size of the letters. <p>No Nonsense Spelling Programme is used for spelling</p>
Year 3	<p>Composition, purpose and audience</p> <ul style="list-style-type: none"> • Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. • Write using a rich and varied vocabulary. • In narrative create simple settings, characters and plot. • Begin to use direct speech within narratives. • Use paragraphs as a way of grouping related material. • Evaluate the effectiveness of writing and suggest improvements. • Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below). <p>Grammar - choose language to suit purpose and audience)</p> <ul style="list-style-type: none"> • Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>). • Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). • Use present and past tense correctly, including use of the present perfect instead of the simple past. • Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. <p>Punctuation</p> <ul style="list-style-type: none"> • Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).

	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech. • Use apostrophes for contraction and singular possession correctly (secure from Year 2). <p>Transcription</p> <ul style="list-style-type: none"> • Spell correctly words previously taught, including... <ul style="list-style-type: none"> - common exception words from KS1; - previously taught homophones; - those with known prefixes and suffixes. • Use and spell correctly many words from the Year 3 / Year 4 spelling list. • Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. • Use joined up writing consistently and independently. <p>No Nonsense Spelling Programme is used for spelling</p>
Year 4	<p>Composition, purpose and audience</p> <ul style="list-style-type: none"> • Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. • Write using a rich and varied vocabulary appropriate to purpose and form. • Write narratives with a clear plot, and describe settings and characters. • Make effective choices about using direct speech within narratives. • Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. • Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Evaluate the effectiveness of writing and suggest improvements. • Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below). <p>Grammar - choose language to suit purpose and audience</p> <ul style="list-style-type: none"> • Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>). • Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). • Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). • Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i>; <i>I did</i> instead of <i>I done</i>). • Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>). <p>Punctuation</p> <ul style="list-style-type: none"> • Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech accurately. • Use apostrophes correctly (contraction, singular and plural possession). <p>Transcription</p> <ul style="list-style-type: none"> • Spell correctly words that previously taught, including... <ul style="list-style-type: none"> - common exception words from KS1; - previously taught homophones; - those with known prefixes and suffixes. • Use and spell correctly most words from the Year 3 / Year 4 spelling list. • Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.

	<ul style="list-style-type: none"> Use joined up writing consistently, independently and fluently. <p>No Nonsense Spelling Programme is used for spelling</p>
Year 5	<p>Composition, purpose and audience</p> <ul style="list-style-type: none"> Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). Use dialogue in narratives to convey character or advance the action. Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. he had seen her before instead of he saw her before). Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). <p>Grammar - select appropriate grammar and vocabulary to change and enhance meaning</p> <ul style="list-style-type: none"> Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Use modals and adverbs to indicate possibility. Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses. Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). <p>Punctuation</p> <ul style="list-style-type: none"> Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity. <p>Transcription</p> <ul style="list-style-type: none"> Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; Year 3/4 statutory words; previously taught homophones. Use and spell correctly many words from the year 5 / year 6 spelling list. Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. Maintain legibility in joined handwriting when writing at speed. <p>No Nonsense Spelling Programme is used for spelling</p>
Year 6	<p>WTS means working towards (the expected) standard, EXS means working at the expected standard & GDS means working at greater depth</p> <p>Composition, purpose and audience</p> <ul style="list-style-type: none"> WTS: write for a range of purposes EXS: 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).[From Y6 PoS: this must include examples of more formal writing.]

- GDS: 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).
- WTS: In narratives, describe settings and characters.
- EXS: In narratives, describe settings, characters and atmosphere.
- WTS: Use paragraphs to organise ideas.
- WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
- EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- EXS: Use verb tenses consistently and correctly throughout their writing.
- GDS: Distinguish between the language of speech and writing and choose the appropriate register
- GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
- From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

Grammar

- EXS: 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).
- EXS: Use verb tenses consistently and correctly throughout their writing.
- GDS: Distinguish between the language of speech and writing and choose the appropriate register.
- GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Punctuation

- WTS: use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- GDS: 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.

Transcription

- WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
- EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- WTS: Write legibly.
- EXS: Maintain legibility in joined handwriting when writing at speed.

No Nonsense Spelling Programme is used for spelling