Writing

I can…

form most lower-case correctly.

write CVC words by identifying the sounds and then forming the correct letter shape for that sound.

write a simple sentence that can be read by others.

hold a pencil in a tripod grip near its tip.

begin to demonstrate the foundations of handwriting (left to right, with spaces between words).

begin to show accuracy and care when drawing.



YrR

Writing

I can…

Hold my pencil comfortably and correctly.

form lower-case and upper case letters in the correct direction, starting and finishing in the right place.

understand which letters belong to which handwriting 'families'.

write sentences by saying out loud what I am going to write about

compose a sentence orally before writing it.

Use letter names to distinguish between alternative spellings of the same sound.
-Add prefixes and suffixes.

sequence sentences to form short narratives.

read aloud my writing clearly enough to be heard by my peers and my teacher and discuss it with them.

re-read what I have written to check that it makes sense..



Yr1

Writing

the grammar terms
I need to know are:

capital letter
plural
singular
sentence
full stop
question mark
exclamation mark
joining word



Yr1

Writing

I can…

write for different purposes e. g . real-life, poetry.

start using some of the diagonal and horizontal strokes needed to join letters.

compose a sentence orally before writing it

Write narratives about personal experiences and those of others.

plan or say out loud what I am going to write about.

re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently.

re-evaluate my writing with my teacher and make changes to it.

read aloud what I have written with appropriate intonation to make the meaning clear.

proof-read to check for errors in spelling, grammar and punctuation.



Yr2

Writing

the grammar terms I need to know are:

noun	noun phrase
statement	question
exclamation	command
compound	suffix
adjective	adverb
verb	tense
comma	apostrophe

- learn how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use sentences with different forms: statement, question, exclamation, command
- use expanded noun phrases
- use the present and past tenses correctly and consistently including the progressive form
- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



Yr2

Writing

I can…

organise paragraphs around a theme.

make changes to grammar and vocabulary to improve consistency e.g. pronouns

increase the legibility and quality of my handwriting.

control my tone and volume when reading aloud what I have written to make the meaning clear.

compose a sentence orally before writing it, using a rich vocabulary and different sentence structures.

plan my writing by discussing writing that is similar to mine so I can understand and learn from its structure, vocabulary and grammar.

proof-read to check for errors in spelling and punctuation.

in narratives, create settings, characters and plot
-in non-narratives , use simple organisational devices.

evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.



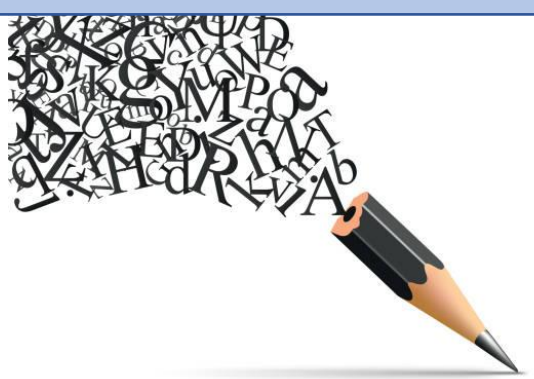
Yr3

Writing

the grammar terms I need to know are:

preposition — conjunction
word family — prefix
clause — subordinate clause
vowel — consonant
direct speech
inverted commas (or 'speech marks')

- use the possessive apostrophe accurately in words with regular plurals [e.g. girls'] and in words with irregular plurals)
- spell further homophones and spell words that are often misspelt
- use the first three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, that include words and punctuation taught so far
- use a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials and commas after them



Yr3

Writing

I can…

plan my writing by discussing writing that is similar to mine so I can understand and learn from its structure, vocabulary and grammar.

organise paragraphs around a theme.

increase the legibility and quality of my handwriting.

compose a sentence orally before writing it, using a rich vocabulary and different sentence structures.

in narratives, create settings, characters and plot
-in non-narratives , use simple organisational devices.

proof-read to check for errors in spelling and punctuation.

evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.

make changes to grammar and vocabulary to improve consistency e.g. pronouns.



control my tone and volume when reading aloud what I have written to make the meaning clear.

Yr4

Writing

the grammar terms I need to know are:

preposition
conjunction
word family
prefix
clause
subordinate clause
vowel
consonant
direct speech
inverted commas (or 'speech marks')

- use the possessive apostrophe accurately in words with regular plurals [e.g. girls'] and in words with irregular plurals)
- spell further homophones and spell words that are often misspelt
- use the first three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, that include words and punctuation taught so far
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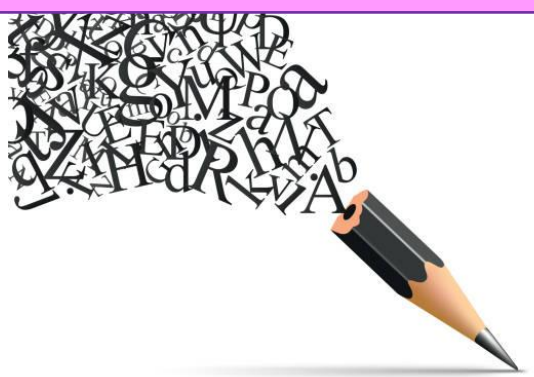


Yr4

Writing

I can…

plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.

evaluate and edit by assessing the effectiveness of their own and others' writing.

make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

use a wide range of devices to build cohesion within and across paragraphs.

ensure the consistent and correct use of tense throughout a piece of writing.

use further organisational and presentational devices to structure text and to guide the reader.



ensure correct subject and verb agreement when using singular and plural.

proof-read for spelling and punctuation errors.

Yr5

Writing

the grammar terms I need to know are:

modal verb	relative pronoun
relative clause	parentheses
bracket	dash
cohesion	ambiguity
formal/informal tone	fact
opinion	literal/figurative

- Use passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently



Yr5

Writing

I can…

plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.

evaluate and edit by assessing the effectiveness of their own and others' writing.

make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

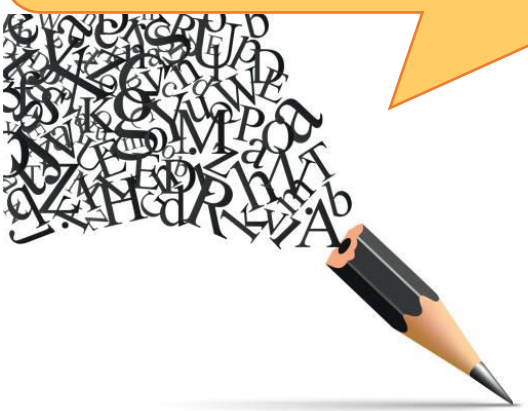
draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

use a wide range of devices to build cohesion within and across paragraphs.

ensure the consistent and correct use of tense throughout a piece of writing.

use further organisational and presentational devices to structure text and to guide the reader.



ensure correct subject and verb agreement when using singular and plural.

proof-read for spelling and punctuation errors.

Yr6

Writing

the grammar terms I need to know are:

modal verb	relative pronoun
relative clause	parentheses
bracket	dash
cohesion	ambiguity
formal/informal tone	fact
opinion	literal/figurative

- Use passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently



Yr6