



WRITING AT WOODHALL PRIMARY SCHOOL



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Write sentences by saying out loud what they are going to write about.	Write narratives about personal experiences and those of others (real and fictional).	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary	Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.
Write sentences by composing them orally before writing them.	Write about real events to develop positive attitudes toward and stamina for writing.	Plan his/her writing by discussing and recording ideas within a given structure.	Plan his/her writing by discussing and recording ideas.	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.	Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
Write sentences, sequencing them to form short narratives	Write poetry to develop positive attitudes toward and stamina for writing.	Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. (Use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because)	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2- (capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.



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Write sentences by re-reading what he/she has written to check that it makes sense.	Write for different purposes to develop positive attitudes toward and stamina for writing.	Draft and write by organising writing into paragraphs as a way of grouping related material.	Draft and write by organising paragraphs around a theme	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2 (including capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens)	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
Discuss what he/she has written with the teacher or other pupils.	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.	Draft and write narratives, creating settings, characters and plot	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.	Draft and write non-narrative material, using headings and sub-headings to organise texts.	Draft and write non-narrative material, using simple organisational devices	Draft and write by précising longer passages	Draft and write by accurately précising longer passages. I can draft and write by accurately précising longer passages.
	Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.	Evaluate and edit by assessing the effectiveness of his/her own writing	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.



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	<p>Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Draft and write by linking 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.</p>	<p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</p>
	<p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Proof-read for spelling errors and for punctuation including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly</p>	<p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials</p>	<p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining (when writing a letter, leaflet, information text, instructions etc)</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</p>
	<p>Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.</p>	<p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Use different verb forms mostly accurately with consideration for audience and purpose</p>	<p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.</p>



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	Read aloud what he/she has written with appropriate intonation to make the meaning clear.			Evaluate and edit by assessing the effectiveness of his/her own and others' writing	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
				Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
				Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.	Proof-read for spelling errors linked to spelling statements for Year 6.
				Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.	Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
				Proof-read for spelling errors linked to spelling statements for Year 5.	Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear



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				<p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity</p>	
				<p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	