

## Writing Assessment Indicators

### Autumn

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Begin to structure a sequence of events organised into paragraphs. **(2)**
- Begin to create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks. **(4)**
- Writing is mostly neat, well-spaced and generally of a consistent size. **(5)**
- Spell most of the Year 1/2 statutory word list in writing (*Appendix 1.*) **(8)**
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. **(10)**
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*) **(11)**
- Begin to use adverbs to convey time, place and manner. **(14)**
- Use apostrophes consistently for contractions and possessive (*singular*) correctly 50% of the time. **(16)**
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Present characters to interest the reader through use of some detail. **(22)**
- Read aloud their own writing to a group, using appropriate intonation **(21)**
- Include dialogue within writing, punctuating direct speech with speech marks (*not always accurate*) to begin to build a picture of character through what they say and how they say it. **(23)**
- Use simple organisational devices in non-narrative writing (*heading and sub-headings.*) **(24)**
- Discuss and record ideas for writing in simple forms of planning, taking into account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

### Spring

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Begin to structure a sequence of events organised into paragraphs. **(2)**
- Sometimes create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks. **(4)**
- Writing is mostly neat, well-spaced and generally of a consistent size. **(5)**
- Start to spell homophones correctly (*Appendix page 53.*) **(7)**
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*) **(8)**
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*) **(11)**
- Use some variety in subordinating conjunctions. Some use of *which, where, if, after, when* (*at least three different uses across a range of writing.*) **(13)**
- Begin to use adverbs to convey time, place and manner. **(14)**
- Correctly choose and consistently use the present, past and perfect tense. **(15)**
- Use apostrophes consistently for contractions and possessive (*singular and plurals*) correctly 50% of the time. **(16)**
- Begin to use inverted commas to punctuate direct speech but is not always accurate. **(17)**
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Present characters to interest the reader through use of some detail. **(22)**
- Include dialogue within writing, punctuating direct speech with inverted commas (*not always accurate*,) to begin to build a picture of character through what they say and how they say it. **(23)**
- Discuss and record ideas for writing in simple forms of planning, taking into account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

### Summer

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Begin to structure a sequence of events organised into paragraphs. **(2)**
- Sometimes create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks. **(4)**
- Writing is mostly neat, well-spaced and generally of a consistent size. **(5)**
- Use further prefixes and suffixes and understand how to add them (*Appendix 1.*) **(6)**
- Spell homophones correctly (*Appendix page 53.*) **(7)**
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*) **(8)**
- Find words in a dictionary using the first two letters to check meaning. **(9)**
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*) **(11)**
- Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas (*speech marks.*) **(12)**
- Use some variety in subordinating conjunctions. Some use of *which, where, if, after, when* (*at least three different uses across a range of writing.*) **(13)**
- Use adverbs to convey time, place and manner. **(14)**
- Use apostrophes consistently for contractions and possessive (*singular and plurals*) correctly 50% of the time. **(16)**
- Use inverted commas to punctuate direct speech with increasing accuracy. **(17)**
- Where appropriate, use some commas to mark phrases and clauses. **(18)**
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Include dialogue within writing, punctuating direct speech with inverted commas (*not always accurate*) to begin to build a picture of character through what they say and how they say it. **(23)**
- Discuss and record ideas for writing in simple forms of planning, taking into account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

### Greater Depth (GDS) Statement

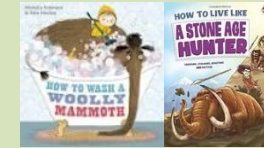
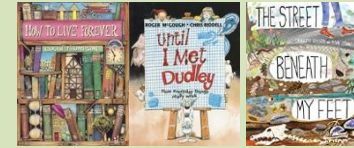
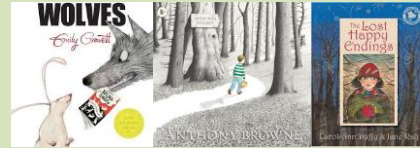
- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.
- Make effective additions, revisions and proof-reading corrections to their own writing.
- **\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Year 3

Autumn 1

Autumn 2

Text Choice



Writing CAP

**Context:** A recount in the form of a blog (in role as a character)  
**Audience:** The general public  
**Purpose:** To reflect upon a major event

**Context:** A 4-part, first person narrative with a clearly-structured ending  
**Audience:** Year 2  
**Purpose:** To entertain younger children by creating a sense of adventure

**Context:** A scene from a narrative from two different perspectives  
**Audience:** Year 4  
**Purpose:** To show two key characters' perspectives in viewpoints

**Context:** An explanation of a process  
**Audience:** Parents  
**Purpose:** To explain how a process occurs

**Context:** Multi-step instructions  
**Audience:** Year 2  
**Purpose:** To tell the reader how to do something

**Context:** A 4-part, third person narrative  
**Audience:** Year 4  
**Purpose:** To entertain older children, showing historical knowledge in an engaging way

**Context:** A non-chronological report based on research in the form of a website  
**Audience:** Year 6  
**Purpose:** To inform people about a historical subject

Expected Standard Focus

- Plan writing with a clear form, noting down key ideas/vocabulary
- Maintain writing in the first person
- Organise events in chronological order
- Fully understand the function of a full stop.
- Confidently use full stops within a paragraph.
- Group sentences of the same topic or time to make a paragraph
- Form paragraphs with sufficient detail, organising sentences into chronological order.
- Use adverbs to show time and manner
- Begin to use adverbs (single words) to open sentences.
- Choose nouns or pronouns for clarity and avoid repetition
- Join sentences using co-ordinating conjunctions (and, but, so, or) and subordinating conjunctions (when, if, that, because)
- Use apostrophes for contraction and possession (singular)
- Demarcate sentences with capital letters and full stops, question marks and exclamation marks.
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules

- Identify the narrator's voice and how this is reflected through language choices.
- Plan writing with a clear form, noting down key ideas/vocabulary
- Fully understand the function of a full stop.
- Confidently use full stops within a paragraph.
- Group sentences of the same topic or time to make a paragraph
- Use irregular simple past tense verbs correctly
- Begin to create basic settings, characters and simple plot in narratives with appropriate detail, using expanded noun phrases.
- Use a or an correctly before the following word.
- Use adverbs to show time, place and manner within a sentence.
- Use prepositions to show place
- Begin to use adverbs of time or place to open sentences.
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because)
- Use apostrophes for contraction and possession (singular)
- Demarcate sentences with capital letters and full stops, question marks and exclamation marks.
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

- Identify the narrator's voice and how this is reflected through language choices.
- Plan writing through thinking about the two different perspectives on the same event
- Group sentences of the same topic or time to make a paragraph
- Use irregular simple past tense verbs correctly
- Use appropriate detail to show the characters and setting from each perspective, using expanded noun phrases
- Punctuate sentences accurately, using capital letters, full stops and exclamation marks.
- Use a or an correctly before the following word.
- Use adverbs to show time, place and manner within a sentence.
- Use prepositions to show place
- Begin to use adverbs of time or place to open sentences.
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because)
- Use apostrophes for contraction and possession (singular)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 3 so far
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

- Plan writing through looking carefully at the form, noting down ideas and thinking about the vocabulary and grammar required
- Punctuate sentences accurately, using capital letters, full stops and question marks.
- Use simple organisational devices (headings and sub-headings)
- Use quantifiers to add clarity to sentences
- Use technical/specific vocabulary to avoid ambiguity, linked to the process
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because)
- Write a range of sentences using conjunctions to show cause and effect, (because, although, so)
- Group relevant items together within the process, making paragraphs
- Use commas within a list
- Use a formal style
- Use technical vocabulary linked to the process
- Use adverbs of time or place to open sentences
- Use apostrophes for possession (singular and plural if relevant to topic)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 3 so far
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

- Explain the language and structural features of instructions
- Plan writing through noting down steps in chronological order and thinking about the vocabulary required
- Ensure that the steps can be easily followed
- Punctuate sentences accurately, using capital letters, full stops and question marks
- Use simple organisational devices (headings and subheadings)
- Use precise nouns to give detail and avoid ambiguity
- Choose imperative verbs to suit the purpose
- Use adverbs and adverbial phrases to add clarity to the reader, including at the beginning of a sentence
- Join sentences using co-ordinating conjunctions (and, but, so, or) and subordinating conjunctions (when, if, that, because)
- Write a range of sentences using conjunctions to show cause and effect, (because, although, so, so that)
- Use commas within a list
- Use apostrophes for contraction and possession (singular and plural if relevant to topic)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 3 so far
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

- Explain the language and structural features of instructions
- Plan writing in note form for each part of the story
- Punctuate sentences accurately using capital letters, full stops, question marks and exclamation marks
- Group sentences of the same topic or time to make a paragraph
- Use irregular simple past tense verbs correctly
- Begin to create basic settings, characters and simple plot in narratives with appropriate detail, using expanded noun phrases.
- Begin to use inverted commas to mark direct speech (with the reporting clause after the speech)
- Maintain writing in the third person
- Use adverbs to show time, place and manner within a sentence.
- Use prepositions to show place
- Use adverbials showing time and place to open sentences
- Extend sentences with a wider range of subordinating conjunctions (because, when, although, so that, even though).
- Begin some sentences with a subordinate clause.
- Experiment with verb choices within a sentence
- Use apostrophes for contraction and possession (singular and plural if relevant to topic)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 3 so far
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

- Identify how language and presentation contribute to meaning.
- Plan writing with a focus of aiming the writing at an older audience
- Use headings and sub-headings to aid presentation, alongside diagrams, captions and labels
- Organise paragraphs around one particular theme
- Write consistently in the same tense (depending on the focus of the report), beginning to use the present or past perfect
- Use a 'Did you know?' section with interesting individual facts (that don't fit into the other sections) to grab the reader's attention
- Use factual adjectives within expanded noun phrases
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because)
- Write a range of sentences using conjunctions to show cause and effect, (because, although, so, so that)
- Begin some sentences with a subordinate clause.
- Use apostrophes for contraction and possession (singular and plural if relevant to topic)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size
- Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left not joined.
- Apply and spell correctly Key Stage 1 spelling rules and those covered from Year 3 so far
- Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- Read aloud their own writing to a group, using appropriate intonation

Challenge

- Write the same event as a diary, showing how this is different to a blog through demonstrating inner thoughts and feelings

- Write the story in the third person

- If possible, choose one viewpoint which hasn't been looked at as a class
- If this is not possible, focus on developing ideas in more detail, embodying the character's voice

- Have a different audience for the explanation (e.g. younger children) considering adding appropriate diagrams/flow charts and using the correct vocabulary choices to support the explanation for the specific audience
- Extend the use of commas beyond single words within the list.

- Organise the instructions in a different way, using a range of organisational devices
- Add to the instructions during whole class feedback following evaluating how effective the instructions are



- Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases



- Write the non-chronological report as a magazine article, changing the structure and language features

Year 3

Spring 1

Spring 2

|                         |  |   |   |   |  |   |
|-------------------------|--|---|---|---|--|---|
|                         | Year 3   |   |   | Year 3  |  |   |
|                         | Spring 1   |   |   | Spring 2  |  |   |
| Text Choice             |    |   |   |    |  |   |
| Writing CAP             | <p><b>Context:</b> A recount in the form of an informal letter (in role as a character)<br/> <b>Audience:</b> Another character from the story<br/> <b>Purpose:</b> To recount a recent event</p>  | <p><b>Context:</b> Retell or write own story, varying voice to sustain interest in the audience<br/> <b>Audience:</b> Year 2<br/> <b>Purpose:</b> To entertain the reader, showing how language choices can create an effect</p>  | <p><b>Context:</b> Multi-step instructions<br/> <b>Audience:</b> Parents of young children<br/> <b>Purpose:</b> To tell the reader how to do or make something, making sure that these can be easily followed</p>   | <p><b>Context:</b> Play script<br/> <b>Audience:</b> Classmates<br/> <b>Purpose:</b> To tell actors what to say</p>   | <p><b>Context:</b> A 5-part narrative with a strong dilemma<br/> <b>Audience:</b> Year 4<br/> <b>Purpose:</b> To entertain by using dialogue to show the relationship between two characters</p>   | <p><b>Context:</b> An explanation in the form of a 'how to' guide<br/> <b>Audience:</b> Year 2<br/> <b>Purpose:</b> To allow younger children to understand a process</p>   |
| Expected Standard Focus | <ul style="list-style-type: none"> <li>Plan writing in note form using the structure of a letter, noting down key vocabulary</li> <li>Write consistently in the past tense, beginning to use the perfect tense</li> <li>Maintain writing in the first person</li> <li>Structure writing to include a salutation, the reasons behind the letter, the main body, a closing statement asking for a reply and a sign off</li> <li>Organise events in the main body in chronological order</li> <li>Form paragraphs with sufficient detail, organising sentences into chronological order.</li> <li>Begin to use adverbs to show time, place and cause, including to open sentences</li> <li>Use prepositions to show place</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)</li> <li>Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks.</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing in note form for each part of the story, including key vocabulary and grammar features.</li> <li>Show characters' thoughts, feelings and motives</li> <li>Maintain the same perspective throughout</li> <li>Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense</li> <li>Form paragraphs with sufficient detail</li> <li>Begin to use adverbs to show time, place and cause, including to open sentences</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Use inverted commas to mark direct speech (with the reporting clause before and after the speech)</li> <li>Choose adjectives, adverbs and verbs which have a specific impact on the reader (e.g. making the reader think a character is good or bad)</li> <li>Begin to experiment with figurative language, using similes to describe people or places</li> <li>Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing in note form, including key vocabulary and grammar features</li> <li>Understand the language and structural features of instructions, including a title, introduction, list of equipment, step-by-step numbered instructions and a note or tip</li> <li>Identify and use ways in which the layout can aid the reader</li> <li>Write increasingly complicated instructions with clear audience, ensuring they can be easily followed</li> <li>Use imperative verbs and negative imperative verbs within instructions</li> <li>Choose verbs to suit the purpose</li> <li>Use precise nouns to give detail and avoid ambiguity</li> <li>Use technical vocabulary to be precise</li> <li>Use adverbs and adverbial phrases to add clarity to the reader, with some of these at the beginning of sentences</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing through discussion and role-play, noting down key ideas</li> <li>Understand the language and structural features of a playscript, seeing how this is different to narrative writing</li> <li>Include a cast list</li> <li>Include a short description of each scene's setting, using expanded noun phrases, precise verbs, adverbs and adverbial phrases</li> <li>Write speakers' names on the left followed by a colon</li> <li>Don't use inverted commas</li> <li>Use a new line for each new speaker</li> <li>Use adverbs and powerful verbs within lines of speech</li> <li>Use the present tense consistently, including the present perfect</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing in note form for each part of the story, including key vocabulary and grammar features. Include a strong dilemma</li> <li>Begin to use the first 2/3 letters to locate words in a dictionary</li> <li>Maintain the same perspective throughout</li> <li>Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense</li> <li>Discuss words and phrases which capture the reader's interest, focusing particularly on the dilemma</li> <li>Choose precise nouns, verbs, adjectives, adverbs and adverbial phrases to create a specific impact on the reader and give clues as to author's viewpoint.</li> <li>Begin to experiment with figurative language, using similes to describe people or places</li> <li>Begin to use inverted commas to show a conversation between characters, beginning to build a picture of the character through what they say and how they say it</li> <li>Begin to use dialogue to move the action forward.</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)</li> <li>Use short, simple sentences to add tension during the dilemma</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing through discussion and role-play, noting down key ideas</li> <li>Begin to use the first 2/3 letters to locate words in a dictionary.</li> <li>Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that), using extended sentences to describe a process</li> <li>Write a range of sentences using conjunctions to show cause and effect, (because, although, so)</li> <li>Group relevant items together within the process, making paragraphs</li> <li>Use an informal style</li> <li>Apply and spell correctly all Key Stage 1 spelling rules and those covered from Year 3 so far.</li> <li>Use quantifiers to add clarity to sentences</li> <li>Group relevant items together within the explanation</li> <li>Write in a logical, chronological order that makes it easy for the reader to follow</li> <li>Maintain writing in the correct tense for the subject</li> <li>Use technical/specific vocabulary to avoid ambiguity, linked to the process</li> <li>Use adverbs or adverbial phrases of time, place or manner to open sentences</li> <li>Use commas within a list</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Demarcate sentences with capital letters and full stops, question marks and exclamation marks.</li> <li>Use simple organisational devices (headings and sub-headings)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell some homophones correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> |
| Challenge               | <ul style="list-style-type: none"> <li>Make a change to the audience, choosing which text and language features to use and thinking about which events or thoughts they would include or not include for this audience</li> </ul>  | <ul style="list-style-type: none"> <li>Include a simple conversation between character (new line, new speaker), using dialogue that clearly shows the author's view of the characters</li> <li>Develop writing with a clear sense of purpose and intended effect on the reader.</li> </ul>  | <ul style="list-style-type: none"> <li>Use the instructions as part of a magazine article for parents</li> <li>Think about using a range of organisational devices to show the form of the text</li> </ul>  | <ul style="list-style-type: none"> <li>Use a narrator to set the scene for the audience</li> <li>Include stage directions in the form of adverbs in brackets</li> <li>Develop lines to include more than one sentence</li> </ul>  | <ul style="list-style-type: none"> <li>Revise one section of the story (e.g. the problem)</li> <li>Use words and phrases to capture the readers' interest and imagination, selecting verbs carefully to show actions, thoughts and feelings</li> </ul>   | <ul style="list-style-type: none"> <li>Have a different audience for the explanation (e.g. older children, teachers) considering adding appropriate diagrams/flow charts and using the correct vocabulary choices to support the explanation for the specific audience</li> </ul>   |

| Year 3                         |  |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|--|
| Summer 1                       |  |  | Summer 2   |  |  |  |
| <b>Text Choice</b>             |   |  | <b>Teacher model text</b>  |   |  |  |
| <b>Writing CAP</b>             | <p><b>Context:</b> A non-chronological report in the form of a travel brochure</p> <p><b>Audience:</b> People who are thinking about visiting other countries</p> <p><b>Purpose:</b> To give the reader information about a country in an impersonal style</p>   | <p><b>Context:</b> A 5-part narrative with a clear problem and resolution</p> <p><b>Audience:</b> Year 5</p> <p><b>Purpose:</b> To entertain the reader, giving them an insight into another culture</p>   | <p><b>Context:</b> A clerihew poem</p> <p><b>Audience:</b> Year 2</p> <p><b>Purpose:</b> To entertain the reader, making them laugh</p>  | <p><b>Context:</b> A persuasive text in the form of a letter</p> <p><b>Audience:</b> A character in the story</p> <p><b>Purpose:</b> To convince a character to do or not do something</p>   | <p><b>Context:</b> A recount in the form of an eye-witness report</p> <p><b>Audience:</b> The general public</p> <p><b>Purpose:</b> To clearly recount the specific details of an event</p>  | <p><b>Context:</b> A narrative where dialogue moves the story forward</p> <p><b>Audience:</b> Year 4</p> <p><b>Purpose:</b> To entertain the reader, using effective dialogue to move the story forward</p>  |
| <b>Expected Standard Focus</b> | <ul style="list-style-type: none"> <li>Identify how language and presentation contribute to meaning.</li> <li>Use the first 2/3 letters to locate words in a dictionary</li> <li>Plan writing in note form with a clear audience, thinking about the structure and presentation as well as the vocabulary and grammar</li> <li>Use headings and sub-headings to aid presentation</li> <li>Organise paragraphs around one particular theme</li> <li>Use comparisons to help the reader make connections (e.g. Trinidad is roughly 48 times smaller than the UK)</li> <li>Write consistently in the present tense, including the present perfect</li> <li>Use a 'Did you know?' box with interesting individual facts to grab the attention of the reader</li> <li>Use adjectives which are factual within expanded noun phrases</li> <li>Write a range of sentences using conjunctions to show cause and effect, (because, although, so.)</li> <li>Join sentences using co-ordinating conjunctions (for, and, not, but, or, yet, so) and subordinating conjunctions (when, if, that, because, although, after, where, so that), beginning to use some subordinating conjunctions to start sentences</li> <li>Use adverbs of place, including to begin sentences</li> <li>Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately, using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Use further prefixes and suffixes in writing</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing in note form for each paragraph, thinking about the vocabulary and grammar</li> <li>Use the first 2/3 letters to locate words in a dictionary</li> <li>Write well-structured paragraphs which build on previous detail.</li> <li>Maintain the same perspective throughout</li> <li>Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense</li> <li>Begin to structure a sequence of events organised into paragraphs, using a range of sentence types within paragraphs</li> <li>Understand the purpose of dialogue within a text, using it to move the action forward and show conversations between characters</li> <li>Punctuate dialogue written as direct speech with inverted commas to begin to build a picture of the character through what they say and how they say it</li> <li>Use additional detail within the reporting clause (before or after direct speech) to move the action forward</li> <li>Use expanded noun phrases to add detail and precision</li> <li>Choose precise nouns, verbs, adjectives, adverbs and adverbial phrases to create a specific impact on the reader and give clues as to author's viewpoint.</li> <li>Join sentences using co-ordinating conjunctions (for, and, not, but, or, yet, so) and subordinating conjunctions (when, if, that, because, although, after, where, so that), beginning to use some subordinating conjunctions to start sentences</li> <li>Use adverbs of place, time and manner, including to begin sentences</li> <li>Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)</li> <li>Experiment with different sentence openers, such as an adjective followed by a comma (Scared,...) or a verb followed by a comma (Running,...)</li> <li>Begin to use similes for abstract concepts such as the weather.</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Know what a clerihew is and how it is formed</li> <li>Examine examples of clerihews, using these to inform language choices</li> <li>Make the poem four lines in length</li> <li>Include rhyming couplets (AABB)</li> <li>Ensure the subject of the poem is a character named on one of the lines</li> <li>Include comic language e.g. Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</li> <li>Include precise adjectives</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Understand how writers use expressive language to affect the reader</li> <li>Use the first 2/3 letters to locate words in a dictionary</li> <li>Plan writing in note form with a clear audience, thinking about the structure and presentation as well as the vocabulary and grammar</li> <li>Structure writing to include a salutation, the reasons behind the letter, the main body, a closing statement asking for a reply and a sign off</li> <li>Independently organise paragraphs around a theme</li> <li>Maintain writing in the first person</li> <li>Maintain writing in the present tense, including the present perfect</li> <li>Use emotive language to convey a viewpoint, including use of precise nouns, verbs, adjectives, adverbs and adverbial phrases</li> <li>Link points together through use of adverbials</li> <li>Select vocabulary appropriate to the audience</li> <li>Join sentences using co-ordinating conjunctions (for, and, not, but, or, yet, so) and subordinating conjunctions (when, if, that, because, although, after, where, so that), beginning to use some subordinating conjunctions to start sentences</li> <li>Use leading phrases (I am sure you agree, It is clear that, Surely you would prefer)</li> <li>Use rhetorical questions to suit the purpose</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Use the first 2/3 letters to locate words in a dictionary</li> <li>Plan writing in note form, ensuring these are in chronological order, including vocabulary and grammar</li> <li>Recount events in chronological order</li> <li>Form paragraphs with sufficient detail, organising sentences into chronological order.</li> <li>Describe events as the writer believes they really occurred</li> <li>Maintain writing in the first person</li> <li>Maintain writing in the past tense, including the past perfect</li> <li>Include vital details to convey the information needed, using specific names</li> <li>Use precise adjectives to give enough detail to the audience about the event</li> <li>Join sentences using co-ordinating conjunctions (for, and, not, but, or, yet, so) and subordinating conjunctions (when, if, that, because, although, after, where, so that), beginning to use some subordinating conjunctions to start sentences</li> <li>Use factual adverbs of place, time and manner, including to begin sentences</li> <li>Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)</li> <li>Use inverted commas to punctuate direct speech, showing exactly what people said</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Plan writing in note form for each paragraph, thinking about the vocabulary and grammar</li> <li>Use the first 2/3 letters to locate words in a dictionary</li> <li>Write well-structured paragraphs which build on previous detail, focusing on a clear dilemma and resolution</li> <li>Maintain the same perspective throughout</li> <li>Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense</li> <li>Begin to structure a sequence of events organised into paragraphs, using a range of sentence types within paragraphs</li> <li>Understand the purpose of dialogue within a text, using it to move the action forward and show conversations between characters</li> <li>Punctuate dialogue written as direct speech with inverted commas to begin to build a picture of the character through what they say and how they say it</li> <li>Use additional detail within the reporting clause (before or after direct speech) to move the action forward</li> <li>Use expanded noun phrases to add detail and precision</li> <li>Choose precise nouns, verbs, adjectives, adverbs and adverbial phrases to create a specific impact on the reader and give clues as to author's viewpoint.</li> <li>Join sentences using co-ordinating conjunctions (for, and, not, but, or, yet, so) and subordinating conjunctions (when, if, that, because, although, after, where, so that), beginning to use some subordinating conjunctions to start sentences</li> <li>Use adverbs of place, time and manner, including to begin sentences</li> <li>Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)</li> <li>Use different sentence openers, such as an adjective followed by a comma (Scared,...) or a verb and adverb followed by a comma (Running swiftly,...)</li> <li>Begin to use similes for abstract concepts such as the weather.</li> <li>Use apostrophes for contraction and possession (singular and plural)</li> <li>Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks</li> <li>Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately</li> <li>Spell homophones taught correctly</li> <li>Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly</li> <li>Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary</li> <li>Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.</li> <li>Read aloud their own writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> |
| <b>Challenge</b>               | <ul style="list-style-type: none"> <li>Change the form to a documentary</li> <li>Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</li> </ul>   | <ul style="list-style-type: none"> <li>Include detailed description of setting in the opening paragraph, using expanded noun phrases to give precise detail.</li> <li>Use expanded noun phrases, precise adjectives and similes to give detail</li> </ul>  | <ul style="list-style-type: none"> <li>Vary the rhyme scheme to either ABCB or ABAB</li> </ul>   | <ul style="list-style-type: none"> <li>Change the viewpoint of the author, selecting vocabulary appropriately</li> <li>Use contrasting language to create an alternative effect.</li> </ul>  | <ul style="list-style-type: none"> <li>Change the audience to a police officer, choosing which text and language features to use</li> </ul>  | <ul style="list-style-type: none"> <li>Edit the dialogue to show the character's personality and motives.</li> <li>Choose additional vocabulary such as adverbs and verbs to show characterisation.</li> </ul>   |