

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)**

Working at Greater Depth
Autumn

- Independently know what to adapt and include when changing the form of writing.
- Maintain writing in the 1st and 3rd person.
- Include additional features for the form and audience of the writing.
- Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3 and proof-read to make corrections.

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)**

Working at Greater Depth
Spring

- Explore a range of organisation devices depending on the form and purpose of the writing
- Use dialogue to support characterisation and set the scene to a story.
- Aptly use vocabulary, especially verbs
- Independently choose and know what to adapt and include when changing the form of writing.
- Use inverted commas mostly accurately
- Evaluate own writing against the purpose, text structure, audience. (20)

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)**

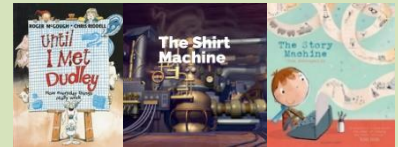
Working at Greater Depth
Summer



- Select precise vocabulary based on the audience and style of writing
- Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing
- Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.
- Use the language of comparison and contrast in report writing
- Make effective additions, revisions and proof-reading corrections to their own writing.

Year 3

Autumn 1



Text Choice	Teacher model text			
Writing CAP	<p>Context: A clerihew poem Audience: Year 2 Purpose: To entertain the reader, making them laugh</p>	<p>Context: A recount in the form of a letter (in role as a character) Audience: Another character from the story Purpose: To reflect upon a major event</p>	<p>Context: An ending for a fairy tale Audience: Reception Purpose: To entertain younger children</p>	<p>Context: An explanation of how something works Audience: Year 6 Purpose: To allow older children to understand how a machine works</p>
Expected Standard Focus	<ul style="list-style-type: none"> Know what a clerihew is and how it is formed Examine examples of clerihews, using these to inform language choices Know that words that rhyme have the same end sound, sometimes with the same ending letters and sometimes different Make the poem four lines in length Include rhyming couplets (AABB) Ensure the subject of the poem is a character named on one of the lines 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. Include precise adjectives Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size Spell homophones taught correctly 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 	<ul style="list-style-type: none"> Plan writing in note form using the structure of a letter, noting down key vocabulary Maintain writing in the first person 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 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. Start to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. Apply and spell correctly Key Stage 1 spelling rules 	<ul style="list-style-type: none"> 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 simple plot in the ending of a narrative 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 	<ul style="list-style-type: none"> 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
Stretch	<ul style="list-style-type: none"> Rewrite the clerihew, varying the rhyme scheme to either ABCB or ABAB 	<ul style="list-style-type: none"> Rewrite the same event as a diary, showing how this is different to a letter through the addition of inner thoughts and feelings 	<ul style="list-style-type: none"> Rewrite the ending as an alternative ending, thinking about what might be different 	<ul style="list-style-type: none"> Rewrite the explanation for a different audience (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.



Year 3	
Autumn 2	
Text Choice	 
Writing CAP	<p>Context: Multi-step instructions Audience: Year 2 Purpose: To tell the reader how to do something</p> <p>Context: A third person historical narrative, retelling a story or section of a story Audience: Year 4 Purpose: To entertain older children, showing historical knowledge in an engaging way</p> <p>Context: A non-chronological report based on research in the form of a website Audience: Year 5 Purpose: To inform people about a historical subject</p>
Expected Standard Focus	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
Stretch	<ul style="list-style-type: none"> Rewrite the instructions, organising them in a different way, using a range of organisational devices e.g. diagrams, missing out steps <ul style="list-style-type: none"> Rewrite a section of the narrative in the first person, revising how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases <ul style="list-style-type: none"> Rewrite a section of the non-chronological report for a different audience (e.g. historians/archaeologists), changing the formality and language features

Year 3

Spring 1

Text Choice			
Writing CAP	<p>Context: A recount in the form of a diary (in role as a character) Audience: Themselves (character) Purpose: To recount a recent event</p>	<p>Context: A setting description, focusing on atmosphere to engage the reader Audience: Year 2 Purpose: To entertain the reader, showing how language choices can create an effect</p>	<p>Context: An explanation in the form of a 'how to' guide Audience: Year 6 Purpose: To explain a process</p>
Expected Standard Focus	<ul style="list-style-type: none"> Plan writing with a clear form, noting down key ideas/vocabulary Write consistently in the past tense, beginning to use the perfect tense Maintain writing in the first person Organise events in the main body in chronological order Form paragraphs with sufficient detail, organising sentences into chronological order. Begin to use adverbs to show time, place and cause, including to open sentences Use prepositions to show place Use apostrophes for contraction and possession (singular and plural) Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that) Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks. Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Spell some homophones correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Plan writing in note form for the setting, including key vocabulary and grammar features Maintain writing in the past tense including use of the perfect tense Form paragraphs with sufficient detail Begin to use adverbs to show time, place and cause, including to open sentences Use apostrophes for contraction and possession (singular and plural) Use inverted commas to mark direct speech (with the reporting clause before and after the speech) Choose adjectives, adverbs and verbs which have a specific impact on the reader (e.g. making the reader think a setting is nice or spooky) Begin to experiment with figurative language, using similes to describe people or places Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that) Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Spell some homophones correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Plan writing through discussion and role-play, noting down key ideas Begin to use the first 2/3 letters to locate words in a dictionary. 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 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 an informal style Apply and spell correctly all Key Stage 1 spelling rules and those covered from Year 3 so far. Use quantifiers to add clarity to sentences Group relevant items together within the explanation Write in a logical, chronological order that makes it easy for the reader to follow Maintain writing in the correct tense for the subject Use technical/specific vocabulary to avoid ambiguity, linked to the process Use adverbs or adverbial phrases of time, place or manner to open sentences Use commas within a list Use apostrophes for contraction and possession (singular and plural) Demarcate sentences with capital letters and full stops, question marks and exclamation marks. Use simple organisational devices (headings and sub-headings) Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Spell some homophones correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear
Stretch	<ul style="list-style-type: none"> Rewrite the same event as a factual recount, showing how this is different to a diary through the removal of inner thoughts and feelings 	<ul style="list-style-type: none"> Rewrite the setting description to change the atmosphere 	<ul style="list-style-type: none"> Rewrite the explanation (or a section of it) for a different audience (e.g. younger children, adults). Consider making independent changes, for example adding appropriate diagrams/flow charts and using the correct vocabulary choices to support the explanation for the specific audience

Year 3

Spring 2

Text Choice



Writing CAP

Context: Play script
Audience: Classmates
Purpose: To tell actors what to say

Context: Multi-step instructions
Audience: Parents of young children
Purpose: To tell the reader how to do or make something, making sure that these can be easily followed

Context: A retell of a 4-part fable narrative with a strong dilemma
Audience: Year 4
Purpose: To entertain by using dialogue to show the relationship between two characters

Expected Standard Focus

- Plan writing through discussion and role-play, noting down key ideas
- Understand the language and structural features of a play script, seeing how this is different to narrative writing
- Include a cast list
- Write speakers' names on the left followed by a colon
- Don't use inverted commas
- Use a new line for each new speaker
- Use the present tense consistently, including the present perfect
- Use apostrophes for contraction and possession (singular and plural)
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Spell some homophones correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear

- Plan writing in note form, including key vocabulary and grammar features
- 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
- Identify and use ways in which the layout can aid the reader
- Write increasingly complicated instructions with clear audience, ensuring they can be easily followed
- Use imperative verbs and negative imperative verbs within instructions
- Choose verbs to suit the purpose
- Use precise nouns to give detail and avoid ambiguity
- Use technical vocabulary to be precise
- Use adverbs and adverbial phrases to add clarity to the reader, with some of these at the beginning of sentences
- Use apostrophes for contraction and possession (singular and plural)
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Spell some homophones correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear

- Plan writing in note form for each part of the story, including key vocabulary and grammar features
- Include a strong dilemma
- Begin to use the first 2/3 letters to locate words in a dictionary
- Maintain the same perspective throughout
- Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense
- Discuss words and phrases which capture the reader's interest, focusing particularly on the dilemma
- 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.
- Begin to experiment with figurative language, using similes to describe people or places
- 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
- Begin to use dialogue to move the action forward.
- Join sentences using co-ordinating conjunctions (and, but, so, or, yet) and subordinating conjunctions (when, if, that, because, although, after, where, so that)
- Use short, simple sentences to add tension during the dilemma
- Use apostrophes for contraction and possession (singular and plural)
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Spell some homophones correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear

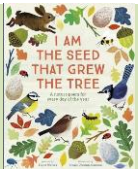

Stretch

- Rewrite a section of the play script to add more detail, for example:
 - Including stage directions in the form of adverbs in brackets
 - Using a narrator to set the scene for the audience
 - Developing lines to include more than one sentence

- Rewrite the instructions, making a change, for example:
 - Changing the audience e.g. simplified or using pictures for younger children
 - Presenting information in a different way e.g. diagrams (using the least amount of words)
 - Organising the instructions in a different way e.g. through a flowchart, as a manual

- Rewrite one section of the story (e.g. the problem)
- Use words and phrases to capture the readers' interest and imagination, selecting verbs carefully to show actions, thoughts and feelings

Year 3
Summer 1

Text Choice			
Writing CAP	<p>Context: A rhyming poem Audience: Parents Purpose: To entertain the reader</p>	<p>Context: A persuasive text in the form of a letter Audience: A character in the story Purpose: To convince a character to do or not do something</p>	<p>Context: A narrative character profile, introducing a character through using speech Audience: Year 5 Purpose: To entertain the reader, revealing more about the character through speech</p>
Expected Standard Focus	<ul style="list-style-type: none"> Explore short and longer poems with different rhyme schemes, working them out by labelling the words that rhyme with each other Know that words that rhyme have the same end sound, sometimes with the same ending letters and sometimes different Experiment with length of poem and different rhyme schemes (AABB, ABAB, ABCB) Include precise adjectives, adverbs and verbs within the poem Begin to use figurative language (similes and alliteration) within a poem Write around a theme, linking the poem to an aspect of nature Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Use tense consistently Use apostrophes for contraction and possession (singular and plural) where appropriate Spell some homophones correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more 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 and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Understand how writers use expressive language to affect the reader Use the first 2/3 letters to locate words in a dictionary Plan writing in note form with a clear audience, thinking about the structure and presentation as well as the vocabulary and grammar 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 Independently organise paragraphs around a theme Maintain writing in the first person Maintain writing in the present tense, including the present perfect Use emotive language to convey a viewpoint, including use of precise nouns, verbs, adjectives, adverbs and adverbial phrases Link points together through use of adverbials Select vocabulary appropriate to the audience 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 Use leading phrases (I am sure you agree, It is clear that, Surely you would prefer) Use rhetorical questions to suit the purpose Use apostrophes for contraction and possession (singular and plural) Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Spell homophones taught correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. 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 	<ul style="list-style-type: none"> Plan writing in note form for each paragraph, thinking about the vocabulary and grammar Use the first 2/3 letters to locate words in a dictionary Write well-structured paragraphs which build on previous detail. Maintain the same perspective throughout Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense Begin to structure a sequence of events organised into paragraphs, using a range of sentence types within paragraphs Understand the purpose of dialogue within a text, using it to move the action forward and show conversations between characters 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 Use additional detail within the reporting clause (before or after direct speech) to move the action forward Use expanded noun phrases to add detail and precision 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. 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 Use adverbs of place, time and manner, including to begin sentences Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause Experiment with different sentence openers, such as an adjective followed by a comma (Scared,...) or a verb followed by a comma (Running,...) Begin to use similes for abstract concepts such as the weather. Use apostrophes for contraction and possession (singular and plural) Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately Spell homophones taught correctly Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. 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
Stretch	<ul style="list-style-type: none"> Rewrite the poem, making changes, for example <ul style="list-style-type: none"> Varying the rhyme scheme Changing the purpose e.g. to scare, to provoke questions, to make the listener laugh 	<ul style="list-style-type: none"> Rewrite the letter, or a part of the letter, by changing the viewpoint of the author. Use contrasting language to create an alternative effect. 	<ul style="list-style-type: none"> Rewrite the character profile as another form, e.g. school report, writing in a different style to a narrative character profile.

Year 3
Summer 2

Text
Choice



Writing
CAP

Context: A non-chronological report in the form of a fact file
Audience: People who want to find out about a significant individual
Purpose: To give the reader information about a person in an impersonal style

Context: A recount in the form of an eye-witness report
Audience: The general public
Purpose: To clearly recount the specific details of an event

Context: A mystery narrative with suspense where dialogue moves the story forward
Audience: Year 4
Purpose: To entertain the reader, using effective dialogue to move the story forward

Expected Standard Focus

- Identify how language and presentation contribute to meaning.
- Use the first 2/3 letters to locate words in a dictionary
- Plan writing in note form with a clear audience, thinking about the structure and presentation as well as the vocabulary and grammar
- Use headings and sub-headings to aid presentation
- Organise paragraphs around one particular theme
- Use comparisons to help the reader make connections (e.g. Trinidad is roughly 48 times smaller than the UK)
- Write consistently in the present tense, including the present perfect
- Use a 'Did you know?' box with interesting individual facts to grab the attention of the reader
- Use adjectives which are factual within expanded noun phrases
- Write a range of sentences using conjunctions to show cause and effect, (because, although, so.)
- 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
- Use adverbs of place, including to begin sentences
- Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)
- Use apostrophes for contraction and possession (singular and plural)
- Punctuate sentences accurately, using full stops, capital letters, exclamation marks and question marks
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Use further prefixes and suffixes in writing
- Spell homophones taught correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- 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.

- Use the first 2/3 letters to locate words in a dictionary
- Plan writing in note form, ensuring these are in chronological order, including vocabulary and grammar
- Recount events in chronological order
- Form paragraphs with sufficient detail, organising sentences into chronological order.
- Describe events as the writer believes they really occurred
- Maintain writing in the first person
- Maintain writing in the past tense, including the past perfect
- Include vital details to convey the information needed, using specific names
- Use precise adjectives to give enough detail to the audience about the event
- 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
- Use factual adverbs of place, time and manner, including to begin sentences
- Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)
- Use inverted commas to punctuate direct speech, showing exactly what people said
- Use apostrophes for contraction and possession (singular and plural)
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Spell homophones taught correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
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

- Plan writing in note form for each paragraph, thinking about the vocabulary and grammar
- Use the first 2/3 letters to locate words in a dictionary
- Write well-structured paragraphs which build on previous detail, focusing on a clear dilemma and resolution
- Maintain the same perspective throughout
- Maintain writing in the past tense, using the present tense for speech or where otherwise appropriate, including use of the perfect tense
- Begin to structure a sequence of events organised into paragraphs, using a range of sentence types within paragraphs
- Understand the purpose of dialogue within a text, using it to move the action forward and show conversations between characters
- 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
- Use additional detail within the reporting clause (before or after direct speech) to move the action forward
- Use expanded noun phrases to add detail and precision
- 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.
- 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
- Use adverbs of place, time and manner, including to begin sentences
- Use some commas to mark phrases (e.g. after fronted adverbials) and clauses (e.g. following a fronted subordinate clause)
- Use different sentence openers, such as an adjective followed by a comma (Scared,...) or a verb and adverb followed by a comma (Running swiftly,...)
- Begin to use similes for abstract concepts such as the weather.
- Use apostrophes for contraction and possession (singular and plural)
- Punctuate sentences accurately using full stops, capital letters, exclamation marks and question marks
- Write neatly using the appropriate spacing, ensuring handwriting is generally of a consistent size and is joined appropriately
- Spell homophones taught correctly
- Spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (that have been taught) correctly
- Proof-read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary
- Begin to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements.
- 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

Stretch

- Rewrite a section of the fact file as a script e.g. for part of a documentary, for a tour guide at a museum/gallery.
- Think about the directions for the person using the script, ensuring that their tone reflects the part of the person's story.
- Use the language of comparison and contrast to draw similarities and differences between the significant individual and someone or something else

- Rewrite the eyewitness report as a police report, changing the point of view by choosing which text and language features to use

- Rewrite a section of the story from another character's perspective, for example:
 - Writing from a first person viewpoint
 - Showing the dialogue from the other character's perspective, demonstrating the character's personality and motives
 - Using additional vocabulary to show characterisation