



Writing – Key Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> – Use a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. – Improve the legibility, consistency and quality of their handwriting. – Can usually join their handwriting. – Can write neatly, legibly and accurately, mainly in a joined style. 	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> – Practise applying size-appropriate handwriting in all areas of the curriculum. – Continue to build on producing fluent, consistent and legible handwriting. – Can write neatly, legibly and accurately, usually maintaining a joined style. 	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <ul style="list-style-type: none"> – Produce consistently neat cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. – Choose the writing implement that is best suited for a task. <p>The following skills are taught and applied:</p> <ul style="list-style-type: none"> – Write legibly. – Can maintain legibility in joined handwriting when writing at speed 	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <ul style="list-style-type: none"> – To adapt their handwriting for a range of tasks and purposes and to create different effects. – Children should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. – Choose the writing implement that is best suited for a task. <p>The following skills are reinforced and consolidated:</p> <ul style="list-style-type: none"> – Write legibly. – Can maintain legibility in joined handwriting when writing at speed
Planning	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Record ideas</p> <ul style="list-style-type: none"> – Can produce work which is organised, imaginative and clear (e.g. simple opening and ending). – Can use a range of chosen forms appropriately and consistently. – Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure). Is beginning to use paragraphs. – Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries). 	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Record ideas</p> <ul style="list-style-type: none"> – Can write in a lively and coherent style – Can use a range of styles and genres confidently and independently. – Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc.). – Can develop ideas in creative and interesting ways. 	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>The following skills are taught and applied:</p> <ul style="list-style-type: none"> – Write for a range of purposes – Can distinguish between the language of speech and writing and choose the appropriate register. – Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>The following skills are reinforced and consolidated:</p> <ul style="list-style-type: none"> – Write for a range of purposes – Can distinguish between the language of speech and writing and choose the appropriate register. – Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).



Drafting Writing

<p>Compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme In narratives, creating settings, characters and plot. In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> - Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points). - Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate'). - Can use adjectives and adverbs for description. - Can develop characters and describe settings, feelings and/or emotions, etc. - Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...). - Can attempt to give opinion, interest or humour through detail. - Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it; may go; could rain; should win). - Is beginning to develop a sense of pace (lively and interesting). 	<p>Compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme In narratives, creating settings, characters and plot. In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> - Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate'). - Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc.). - Can use links to show time and cause. - Can open sentences in a wide range of ways for interest and impact. - Can use paragraphs although may not always be accurate. - Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification, deduction). - Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '...by the lady who taught me the guitar,...'; subordinate clauses – 'I felt better when...'). - Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen - Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue, negotiation within contexts, etc.). - Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...'). 	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précis longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>The following skills are taught and applied:</p> <ul style="list-style-type: none"> - Can use paragraphs to organise ideas. - In narratives, can describe settings and characters. - In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). - In narratives, describe settings, characters and atmosphere. - Can integrate dialogue to convey character and advance the action. - Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. - Can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). 	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précis longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>The following skills are reinforced and consolidated:</p> <ul style="list-style-type: none"> - Can use paragraphs to organise ideas. - In narratives, can describe settings and characters. - In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). - In narratives, describe settings, characters and atmosphere. - Can integrate dialogue to convey character and advance the action. - Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. - Can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
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Editing Writing

<p>Assess the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p> <ul style="list-style-type: none"> - Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief). - Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well). - Can usually use correct grammatical structures in sentences (nouns and verbs agree generally). - Can use pronouns appropriately to avoid the awkward repetition of nouns. - Can use most punctuation accurately, including at least three of the following; full stop and capital letter, question mark, exclamation mark, comma, apostrophe. - Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-Emerging e.g. 'forward', 'bonfire') and most or all of the Y3 High Frequency Words and the Y3 words in the N.C. Appendix 1 	<p>Assess the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p> <ul style="list-style-type: none"> - Can use nouns, pronouns, and tenses accurately and consistently throughout. - Can use apostrophes and/or inverted commas, mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick). - Can use a wide range of punctuation including at least three of the following: full stop and capital letter, question mark, exclamation mark, apostrophe, comma, mainly accurately. - Can spell unfamiliar regular polysyllabic words accurately and most or all of the Y4 High Frequency Words and the Y4 words in the N.C. Appendix 1. 	<p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register. Proofread for spelling and punctuation errors.</p> <p>The following skills are taught and applied:</p> <ul style="list-style-type: none"> - Can use capital letters, full stops, question marks, commas (for lists) and apostrophes for contractions mostly correctly. - Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* - Can use verb tenses consistently and correctly throughout their writing. - Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech). - Can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. - Can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. - Can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	<p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register. Proofread for spelling and punctuation errors.</p> <p>The following skills are reinforced and consolidated:</p> <ul style="list-style-type: none"> - Can use capital letters, full stops, question marks, commas (for lists) and apostrophes for contractions mostly correctly. - Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* - Can use verb tenses consistently and correctly throughout their writing. - Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech). - Can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. - Can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. - Can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
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