Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give meaning to	Say what they are	Write narratives	Plan writing by	Plan writing by	Plan writing by	Plan writing by
marks in drawing	going to write about	about personal	discussing writing	discussing writing similar to that	identifying the	identifying the
and writing.		experiences and those of others	similar to that which	which they are	audience for and	audience for and
		(real and fictional	they are planning to write in order to	•	purpose of the writing,	purpose of the writing,
		(real and fictional	understand and learn	planning to write in order to understand	using other similar	selecting the
			from its structure and	and learn from its	writing as models for their own	appropriate form and
			•		meir own	using other similar
			vocabulary	structure, vocabulary and		writing as models for their own
				,		men own
Write own name,	Write sentences by	Write about real	Plan writing by	grammar Plan writing by	Plan writing by noting	Plan writing by noting
·	•		discussing and	discussing and	and developing initial	and developing initial
labels and captions.	composing a	events to develop positive attitudes	recording ideas within	recording ideas	, ,	ideas, drawing on
	sentence orally	'	•	recording ideas	ideas, drawing on	
	before writing it	and stamina for	a given structure		reading where	reading and research
Maria - III	Maite	writing	No. (4 and make to	No. (4 and mails by	necessary	where necessary
Write phonetically	Write sentences by	Write poetry to	Draft and write by	Draft and write by	Plan writing of	Plan writing of
plausible words and	sequencing	develop positive	composing and	composing and	narratives by	narratives through
sentences which can	sentences to form	attitudes and	rehearse sentences	rehearsing	considering how	reasoned consideration
be read by	short narratives	stamina for writing	orally, building a varied	sentences orally	authors have developed	of how authors have
themselves and			and rich vocabulary and	(including dialogue),	characters and	developed characters
others.			using sentences	building a varied and	settings in what the	and settings in what
			structures from	rich vocabulary and	class have read,	the class have read,
			English Appendix 2	using sentence	listened to or seen	listened to or seen
				structures (English	performed	performed
				Appendix 2)	S C C C C C C C C C C	5 6: 1 :: 1
	Write sentences by	Write for different	Draft and write by	Draft and write by	Draft and write by	Draft and write by
	re-reading what	purposes to develop	organising writing into	organising	selecting appropriate	selecting appropriate
	they have written to	positive attitudes	paragraphs as a way of	paragraphs around a	grammar and	grammar and
	check that it makes	and stamina for	grouping related	theme	vocabulary, including	vocabulary, including

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10



sense	writing	material		that within English	that within English
				Appendix 2	Appendix 2,
					understanding how
					such choices can
					change and enhance
					meaning
Discuss what they	Consider what they	Draft and write in	Draft and write in	Draft and write	Draft and write
have written with	are going to write	narratives, creating	narratives, creating	narratives, describing	narratives, describing
the teacher or	before beginning by	settings, characters	settings, characters	settings, characters	settings, characters
other pupils	planning or saying	and plot	and plot with	and atmosphere and	and atmosphere and
	out loud what they		consideration for	integrating dialogue to	integrating dialogue to
	are going to write		the audience and	convey character	convey character and
	about		purpose		advance the action
Read aloud own	Consider what they	Draft and write non-	Draft and write	Draft and write by	Draft and write by
writing clearly	are going to write	narrative material,	non-narrative	précising longer	accurately précising
enough to be heard	before beginning by	using headings and sub-	material, using	passages	longer passages
by their peers and	writing down ideas	headings to organise	simple		
the teacher	and/or key words,	texts	organisational		
	including new		devices		
	vocabulary				
	Consider what they	Evaluate and edit by	Evaluate and edit by	Draft and write by	Draft and write by
	are going to write	assessing the	assessing the	using devices to build	linking ideas across
	before beginning by	effectiveness of their	effectiveness of	cohesion within a	paragraphs using a
	encapsulating what	own writing	their own and	paragraph e.g. then,	wider range of
	they want to say,		others' writing and	after that, this, firstly	cohesive devices;
	sentence by		suggesting		repetition of a word or
	sentence		improvements		phrase, grammatical
					connections and ellipsis
	Make simple	Evaluate and edit by	Evaluate and edit by	Draft and write by	Draft and write by
	additions, revisions	proposing changes to	proposing changes	linking ideas across	using organisational

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10



and corrections to	grammar and	to grammar and	paragraphs using	and presentational
own own writing by	vocabulary linked to	vocabulary to	adverbials of time e.g.	devices to structure
evaluating their	the use of a/an,	improve	later, place e.g. nearby	text and to guide the
writing with the	conjunctions, adverbs	consistency,	and number e.g.	reader e.g. headings,
teacher and other	and prepositions	including the	secondly or tense	sub-headings, columns,
pupils		accurate use of	choices e.g. he had	bullets or tables
		pronouns in	seen her before	
		sentences,		
		expanded noun		
		phrases and fronted		
		adverbials		
Make simple	Proof-read for spelling	Proof-read for	Draft and write by	Evaluate and edit by
additions, revisions	errors and for	spelling and	using further	assessing the
and corrections to	punctuation- including	punctuation errors,	organisational and	effectiveness of their
own writing by re-	full stop, apostrophe,	including the use of	presentational devices	own and others'
reading to check	comma, question mark,	the apostrophe for	to structure text and	writing with reasoning
that their writing	exclamation and	possession, speech	to guide the reader	
makes sense and	inverted commas for	punctuation and use	e.g. headings, bullet	
that verbs to	speech	of the comma for	points, underlining	
indicate time are		fronted adverbials		
used correctly and				
consistently,				
including verbs in				
the continuous form				
Make simple	Read their own writing	Confidently read	Evaluate and edit by	Evaluate and edit by
additions, revisions	aloud, to a group or the	own writing aloud,	assessing the	proposing reasoned
and corrections to	whole class, using	to a group or the	effectiveness of their	changes to vocabulary,
their own writing by	appropriate intonation	whole class, using	own and others'	grammar and
proof-reading to	and controlling the	appropriate	writing	punctuation to enhance
check for errors in	tone and volume so	intonation and		effects and clarify

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10



spelling, grammar	that the meaning is	controlling the tone		meaning English
. 3.3	clear	and volume so that		Appendix 2
ends of sentences	cieur			Appendix 2
		the meaning is clear		
punctuated				
correctly				
read aloud what			Evaluate and edit by	Evaluate and edit by
they have written			proposing changes to	ensuring the consistent
with appropriate			vocabulary, grammar	and correct use of
intonation to make			and punctuation to	tense throughout a
the meaning clear			enhance effects and	piece of writing
			clarify meaning English	
			Appendix 2	
			Evaluate and edit by	Evaluate and edit by
			ensuring mostly	ensuring correct
			consistent and correct	subject and verb
			use of tense	agreement when using
			throughout a piece of	singular and plural,
			writing	distinguishing between
				the language of speech
				and writing and
				choosing the
				appropriate register
			Evaluate and edit by	Proof-read for spelling
			ensuring correct	errors linked to
			subject and verb	spelling statements for
			•	ļ · •
			agreement when using	year 6
			singular and plural,	
			distinguishing between	
			the language of speech	
			and writing	

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10



		err spe	oof-read for spelling rors linked to elling statements for ar 5	Proof-read for punctuation errors, including use of semi- colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
		pur inc bro cor par cor me	oof-read for inctuation errors, cluding use of rackets, dashes or mmas to indicate renthesis; use of mmas to clarify eaning or avoid	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
		cor app vol so	rform their own mpositions, using propriate intonation, lume, and movement that meaning is ear	