

Writing Nursery

Physical Development

Develop manipulation and control.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand

Literacy

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to.
For example: "That says mummy."

Make marks on their picture to stand for their name.

Use some of their print and letter knowledge in their early writing.
For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name

Write some letters accurately.

<u>Writing Reception</u>
<u>Genre</u>
Write recognisable letters, most of which are correctly formed
Spell words by identifying sounds in them and representing the sounds with a letter or letters
Write simple phrases and sentences that can be read by others

Writing Year 1
<u>Genre</u>
<u>Vocabulary, grammar and punctuation</u>
Say, and hold in memory whilst writing, simple sentences which make sense.
Write simple sentences that can be read by themselves and others.
Separate words with spaces.
Use punctuation to demarcate simple sentences (capital letters and full stops)
Use capital letter for the personal pronoun I.
Use capital letters for names of people, places and days of the week.
<u>Composition</u>
Sequence ideas and events in narrative.
Orally compose every sentence before writing.
Re-read every sentence to check it makes sense
Read aloud their writing audibly to adults and peers.
<u>Spelling</u>
Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
Name the letters of the alphabet in order.
Use letter names to distinguish between alternative spellings of the same sound.
<u>Handwriting</u>
Hold a pencil with an effective grip.
Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.

Writing Year 2 - TEACHER ASSESSMENT FRAMEWORK
<u>Genre</u>
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Use present and past tense mostly correctly and consistently
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spell many common exception words*.
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters

Writing Year 3
<u>Genre</u>
<u>Vocabulary, grammar and punctuation</u>
Explore and identify main and subordinate clauses in complex sentences.
Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.
Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.
Begin to use inverted commas to punctuate direct speech (speech marks).
<u>Composition</u>
Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
Group related material into paragraphs.
Use headings and sub headings to organise information.
Proofread to check for errors in spelling, grammar and punctuation in own and others' writing
Create and develop settings for narrative.
Create and develop characters for narrative.
Improvise, create and write dialogue.
Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.
<u>Spelling</u>
Spell words from the Year 3 list
Use the first two letters of a word to check its spelling in a dictionary.
<u>Handwriting</u>
Form and use the four basic handwriting joins.
Write legibly.

Writing Year 4
<u>Genre</u>
<u>Vocabulary, grammar and punctuation</u>
Use commas to mark clauses in complex sentences.
Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.
Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.
Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."
Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.
Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.
<u>Composition</u>
Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.
Use paragraphs to organise writing in fiction and nonfiction texts.
Proofread to check for errors in spelling, grammar and punctuation.
Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense
Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration
<u>Spelling</u>
Use the first three letters of a word to check its spelling in a dictionary.
Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)
<u>Handwriting</u>
Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Writing Year 5
<u>Genre</u>
<u>Vocabulary, grammar and punctuation</u>
Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill
Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.
Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests
Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.
<u>Composition</u>
Use different sentence structures with increasing control (see VGP).
Use organisation and presentational devices e.g. underlining, bullet points, headings
Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
<u>Spelling</u>
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.
Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)
<u>Handwriting</u>
Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.

Writing Year 6 - TEACHER ASSESSMENT FRAMEWORK
<u>Genre</u>
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
Integrate dialogue in narratives to convey character and advance the action
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)
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use verb tenses consistently and correctly throughout their writing
Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
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
Maintain legibility in joined handwriting when writing at speed.