

Writing Long Term Plan

This Long Term Writing Plan outlines key writing outcomes for fiction and non-fiction writing in each year group with clear lines of progression built in across the three terms. Challenge is provided through suggestions on how the writing can be transformed so pupils are applying skills independently and are adapting writing based on audience and form, providing opportunities for pupils to work at a greater depth within each writing outcome.

At the end of each term an assessment grid has been designed to enable teachers to assess key aspects of the curriculum pupils need to be secure in against what has been taught over the term. Teachers then make an assessment judgement as to whether the pupil is: on-track to meet the expected standard (EXS); on-track for Greater Depth within the expected standard (GDS); working towards the expected standard (WTS) or working below the expected standard (BLW).

This approach ensures that teachers are assessing the curriculum that has been taught rather than assessing end of year objectives and ensures a common language in assessment judgements across the key stages and year groups.

Once a pupil has been assessed as being on-track for the expected standard or working at greater depth then an individual pupil's work can be kept. This can be used as the exemplification of the standard and therefore can be used for future standardisation and moderation activities, creating a benchmark for assessment purposes in future years.

Reception

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Writing Skills	<ul style="list-style-type: none"> • Make marks and ascribe meaning to them. • Develop control and co-ordination as they write – forming letter shapes. • Develop directionality – Left to Right • Write their first name • Begin to use common exception words in their writing – I the 		<ul style="list-style-type: none"> • Develop control and co-ordination as they write their letter shapes. • Write their full name. • Start to spell common exception words 		<ul style="list-style-type: none"> • Write their letters focusing on size, orientation. • Write their full name. • Use common exception words in their writing. 	
Labels	Write simple labels hearing 1 st sound & making plausible spellings.		Write labels using phonic knowledge.		Add their own labels to objects, people etc.	
Lists	To draw items and then write the 1 st sound and make plausible spellings on a shopping list		To start to use bullet points on a shopping list.		To write a shopping list, using the features (list down, bullet point)	
Captions	To begin to write some simple captions.		To write simple captions, starting to use finger spaces and full stops.		To write simple captions independently, using finger spaces and full stops.	
Recount	To begin to say what they did at the weekend using simple sentences. To begin to write about what they did at the weekend – ascribing meaning to marks.		To write about what they did at the weekend – write simple sentence and start to use finger spaces & full stops.		To write their news, expanding their sentences with ‘and’ etc.	
Instructions	Focus on LA skills following instructions and then giving instructions.		Begin to write simple instructions e.g. how to grow a flower or how to look after a pet.		To make simple fact cards.	
Narrative	Focus on oral retelling and building vocabulary.		To begin to write simple sentences to retell a story, using predictable phrases. Focus on creation of a sentence		To begin to write 3 sentences, retelling a story- beginning, middle and end.	
Poetry	See Poetry Progression Doc		See Poetry Progression Doc		See Poetry Progression Doc	

Name:

Reception

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Use predictable and repeated phrases in own writing drawn from reading and role-play	
Describe a character using simple adjectives	
Write sentences to match pictures, or sequences of pictures, illustrating an event	
Write simple instructions in order with some imperative verbs	
Write sentences sometimes demarcated accurately with full stops	
Begin to separate words with spaces	
Begin to use capital letters for the beginning of sentences and for names	
Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible	
Makes phonetically plausible attempts to spell words that have not been learnt	
Form many lower-case letters in the correct direction, starting and finishing in the right place	
On track for <u>Greater Depth Early Learning Goals</u>	
Independently structure writing by ordering sequence of events with use of words like first, next, after, when.	
Join clauses by using the conjunction 'and'.	
Make careful choices of adjectives.	
Distinguish between a statement and a command	
Expand by including more instructional features e.g. numbered points	

Year 1

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Retell a simple story with predictable phrases eg. repetition of key phrases – “huff and puff and blow your house down”, “We’re going on a bear hunt....”. Focus on creation of sentence.	Tell a basic 3-part story about a central character e.g. The Gruffalo.	Plan and tell a three-part traditional tale with basic ideas sequenced and traditional story language adopted.	Retell a familiar story in 3 parts. Include accurate sentence punctuation.	Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.	
Recount	Write sentences to match pictures, or sequences of pictures, illustrating an event.		Write a simple first-person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.			
Instructions	Write simple instructions about something they know well including imperative verbs, precise language and commands.				Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.	
Report	Describe something or someone with consistent use of tense (past or present depending on the report).				Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.	
Poetry	To write an Alliterative List Poem		To write a simple riddle.		Performance Poetry	

Name:

Year 1

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Use predictable and repeated phrases in own writing drawn from reading and role-play	
Describe a character using simple adjectives	
Write sentences to match pictures, or sequences of pictures, illustrating an event	
Write simple instructions in order with some imperative verbs	
Write sentences sometimes demarcated accurately with full stops	
Begin to separate words with spaces	
Begin to use capital letters for the beginning of sentences and for names	
Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible	
Makes phonetically plausible attempts to spell words that have not been learnt	
Form many lower-case letters in the correct direction, starting and finishing in the right place	
On track for <u>Greater Depth</u>	
Independently structure writing by ordering sequence of events with use of words like first, next, after, when.	
Join clauses by using the conjunction 'and'.	
Make careful choices of adjectives.	
Distinguish between a statement and a command	
Expand by including more instructional features e.g. numbered points	

Name:

Year 1

Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
Use traditional story language	
Structure story into three parts	
Describe a setting, something or someone with some appropriate adjectives	
Write in first person using capital letter for "I"	
Write sentences mostly demarcated by full stops and capital letters	
Experiment with exclamation marks	
Write in sequence using words to signal time e.g. first, next, then, after	
Maintain past tense	
Spell most common exception words taught so far	
Form most lower case letters in the correct direction, starting and finishing in the right place.	
Form lower-case letters of the correct size	
On track for <u>Greater Depth</u>	
Independently choose to expand ideas and sentences using "and"	
Independently choose to add detail using a variety of adjectives	
Independently choose to use and apply vocabulary gathered from reading.	
Consider the reader when making vocabulary choices	
Read own writing to check it makes sense	
Make simple edits and corrections to own writing after discussion with the teacher	

Name:

Year 1

Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.	
Structure writing using some features of the given form	
Write instructions with some expansion about something they know well including imperative verbs.	
Assemble information about a topic, describing different aspects of the subject.	
Use the conjunction “and”	
Use descriptive language with some use of comparative and superlative adjectives	
Spell words containing each of the 40+ phonemes taught	
Use simple past and present verbs mostly accurately	
Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences	
Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits	
Use features of standard English	
Working at <u>Greater Depth</u>	
Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories	
Always think about reader as they write, making precise choices	
Choose to expand ideas with simple conjunctions and descriptive language	
Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately	
Add the suffixes –ing, -ed, -er to spell many words correctly	
Evaluate the impact of writing on the reader	
Articulate own success criteria	

Year 2

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Retell a 3-part story that has a key central character.		Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification	Plan and tell a story in four parts with clear use of subordination and co-ordination.	To plan and write own four-part story showing the use of a range of sentence types and language to add detail.	To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.
Non Chron Report	Use information from research to group and assemble information into a short non chronological report.				Use the language and structural features in a specific form eg. leaflet.	
Recount	Write a simple first-person recount linked to topic or personal experience maintaining past tense and consistent use of first person.		Write a narrative recount in role. Write about a real experience.			
Instructions			Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.			
Persuasion					Write a simple persuasive piece based on research, a topic of interest or a fictional book.	
Poetry	To write an acrostic poem		To write a quatrain poem using an AABB or ABAB pattern		Performance Poetry	

Name:

Year 2

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language	
Use information from research to group and assemble information into a short non-chronological report.	
Write about a real event, recording it simply and clearly	
Demarcate sentences with capital letters and full stops.	
Understand how to write in the past tense	
Write in the first and third person	
Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)	
Form lower-case letters in the correct direction, starting and finishing in the right place	
Form lower-case letters of the correct size relative to one another in some of their writing	
Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly	
Spell most common exception words taught so far	
On track for <u>Greater Depth</u>	
Expand information using some subordination AND co-ordination	
Use some expanded noun phrases to describe and specify	
Use a wider range of adjectives e.g. superlative and comparative adjectives	
Structure own writing deciding on what goes in each part	

Name:

Year 2 Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
Write simple, coherent narratives in four parts	
Write about a real experience structured appropriately	
Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands	
Expand noun phrases to describe and specify	
Demarcate many sentences with capital letters and full stops, and use question marks correctly when required	
Use capital "I" for personal pronouns	
Use a wider range of subordination (e.g. when/if/that/ because) to join clauses	
Form lower-case letters of the correct size relative to one another in most of their writing	
Use spacing between words that reflects the sizes of the letters	
Spell common exception words covered so far	
On track for <u>Greater Depth</u>	
Write effectively and coherently to recount, instruct and entertain	
Decide on the structure of writing based on its form.	
Know what features to change when changing the form of writing.	
Identify where words are spelt incorrectly	
Edit own writing with simple corrections	
Add suffixes to spell some words correctly	
Understand 1st person and 3rd person writing	
Experiment with a range of ways of expanding nouns	
Experiment with adverbs	

Name:

Year 2

Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
Write simple, coherent narratives in four parts	
Write about real events, recording these simply and clearly	
Write a simple persuasive piece	
Demarcate most sentences with capital letters and full stops, and use question marks correctly when required	
Use 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	
Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters	
Spell many common exception words	
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
Working at <u>Greater Depth</u>	
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
Experiment with simple figurative language	
Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	
Use the diagonal and horizontal strokes needed to join some letters	
Independently choose to use features of different forms of writing showing awareness of audience and form.	

Year 3

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	To write a story in four parts, in the first person, with a definite ending.	To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.	To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.	Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.	Write a story where dialogue is the drive to move the story on.
Recount	Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.					
Explanation	Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.					
Non Chron Report	Write a non-chronological report about a subject researched in a specific form e.g. leaflet		Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.			
Instructions					Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.	
Persuasion					Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.	
Poetry	See Poetry Progression Doc		See Poetry Progression Doc		See Poetry Progression Doc	

Name:

Year 3

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Write a four-part story with strong ending.	
Some use of inverted commas to mark direct speech	
Maintain writing in the 1st person	
Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.	
Write a series of extended sentences to explain a process	
Show some awareness of different sentence openers including adverbs	
With support begin to use paragraphs to organise ideas.	
Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession	
Begin to create complex sentences using subordinating conjunctions.	
Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far	
Use diagonal and horizontal strokes needed to join letters in some of their writing	
On track for <u>Greater Depth</u>	
Independently choose and 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.	

Name:

Year 3

Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
Re-tell or write own story varying voice and intonation to create effects and sustain interest	
Write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.	
Write a formal information piece with a specific audience and specific form	
Organise paragraphs around a theme	
Use heading and sub-headings to aid presentation	
Begin to experiment with figurative language	
Use some words that capture the reader's interest, imagination and create a specific effect on the reader	
Use inverted commas to punctuate direct speech	
Create complex sentences using a variety of subordinating conjunctions. (because, if, although etc.)	
Capital letters, full stops, question marks and exclamation marks used mostly correctly.	
Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly	
Begin to use joined writing throughout independent writing	
On track for <u>Greater Depth</u>	
Use dialogue to support characterisation and set the scene to a story.	
Apt use of vocabulary especially verbs	
Independently choose and know what to adapt and include when changing the form of writing.	
Inverted commas used mostly accurately	
Use the language of comparison and contrast in report writing	
Evaluate own writing against the purpose, text structure, audience.	

Name:

Year 3

Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.	
Write increasingly complicated instructions with clear audience ensuring they can be easily followed.	
Present a persuasive point of view in the form of a letter	
Plan with a clear purpose, audience and form	
Express time, place and cause using conjunctions (then, next, therefore etc.)	
Independently organise paragraphs around a theme	
Use expanded noun phrases to add detail and precision to writing	
Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.	
Use inverted commas to punctuate direct speech	
Create complex sentences using subordinating conjunctions.	
Use the determiner a or an correctly	
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly	
Use joined writing throughout independent writing	
Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.	
Working at <u>Greater Depth</u>	
Explore a range of organisation devices depending on the form and purpose of the writing	
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.	

Year 4

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Write in role as a character from a story.	Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.
Recount	Write a recount in the 1st person with a clear audience and form eg. a day in the life of a Roman soldier for children.			Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.		
Explanation	Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.					
Non Chron Report	Write a report with a clear audience and specific form.			Write a comparative report based on their own notes taken from several sources.		
Persuasion	Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices					
Poetry	See Poetry Progression Doc		See Poetry Progression Doc		See Poetry Progression Doc	

Name:

Year 4

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Plan and write their own version of a familiar story with a focus on varied and rich vocabulary	
Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	
Write a recount in the 1st person with a clear audience and form	
In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words	
Organise into paragraphs around a theme and for different sections of a story.	
Include descriptive and expanded noun phrases to evoke setting and make it more vivid	
Use of varied and rich vocabulary drawn from reading	
Begin to use fronted adverbials	
Begin to use sentences with more than one clause	
Use inverted commas accurately to punctuate direct speech	
Spell some words from Year 3/4 correctly and spell words in contracted form correctly	
Consistently use joined writing	
On track for <u>Greater Depth</u>	
Use character descriptions designed to provoke sympathy or dislike in the reader	
Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.	
Adapt or maintain writing in the 1st and 3rd person.	
Select form of writing and make vocabulary and grammar choice based on audience.	

Name:

Year 4

Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
Plan a complete story focussed on organisational devices	
Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	
Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience	
Write a report with a clear audience and specific form	
Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose	
Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately	
Use present, past, progressive and perfect tense verb forms mostly accurately	
Use pronouns and nouns to aid cohesion and avoid repetition	
Confidently use fronted adverbials using a comma after the fronted adverbial for where and when.	
Develop the use of sentences with more than one clause	
On track for <u>Greater Depth</u>	
Write effectively for the purpose and audience, selecting language that shows good awareness of the reader	
Independently choose to use a range of organisational and cohesive devices to help structure texts	
Use a range of conjunctions to support cohesion within writing	
Adapt style of writing based on a change to audience and form.	
Select own success criteria	
Explore and manage the shifts between past and present tense appropriately within information texts.	
Use a range of descriptive techniques to manage changes in mood and atmosphere.	

Name:

Year 4

Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
In narratives, write in role and describe settings and characters using “show not tell” techniques	
Write a recount in the form of a newspaper report.	
Write a comparative report based on their own notes taken from several sources.	
Use a range of devices to structure the writing and support the reader based on the form and purpose.	
Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)	
Use fronted adverbials including the correct use of a comma	
Develop the use of sentences with more than one clause by using a wider range of conjunctions	
Effectively use conjunctions, adverbs and prepositions to express time, cause and place	
Spell correctly most words from the year 3/4 spelling list	
Use joined-up writing throughout all independent writing	
Make simple additions, revisions and proof-reading corrections to their own writing	
Working at <u>Greater Depth</u>	
Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.	
Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.	
Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation	
Consistently use a range of conjunctions to support cohesion	
Use a range of precise vocabulary	
Consistently produce legible joined handwriting	
Evaluate and re-draft own writing, proposing changes to grammar and vocabulary	

Year 5

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Write a five-part story using language to evoke mood and atmosphere and develop characterisation .	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Plan a Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.	Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
Recount	Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.					
Non Chron Report	Plan, compose, edit and refine a non-chronological report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.					
Persuasion			Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.			
Procedural			Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.			
Discussion					Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.	
Biography			A biographical piece of writing using a formal language and a clear structure.		Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.	
Poetry	See Poetry Progression Doc		See Poetry Progression Doc		See Poetry Progression Doc	

Name:

Year 5

Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.	
Write a recount with a specific form and audience	
Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness	
Use literary devices such as repetition, alliteration, “rule of three”.	
Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.	
Begin to use dialogue to convey character and advance the action	
Begin to create complex sentences by using relative clauses with relative pronouns – who, where, which, whose, that.	
Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs	
Begin to use parenthesis (bracket, dashes and commas)	
Begin to use modal verbs to indicate degrees of possibility (will/would, can/could etc.)	
Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase	
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones	
On track for <u>Greater Depth</u>	
Independently adapt language choices based on the audience and the intended impact on the reader.	
Write for more than one audience, managing changes in content, features and levels of formality.	
Embed one text-type within another, controlling the writing and maintain the overall purpose.	
Use a wide range of clause structures, sometimes varying their position within a sentence.	

Name:

Year 5

Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
Effectively use dialogue to convey character and advance the action	
Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	
Write a linear procedural text with a wide range of presentational and organisational devices	
Use a wide range of presentational and organisational features to structure texts specific to the form and audience.	
Begin to adapt writing based on a change in the audience.	
Use a range of devices to build cohesion and link ideas (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs	
Use commas to clarify meaning and avoid ambiguity	
Create complex sentences where the relative pronoun is omitted.	
Confidently use punctuation to indicate parenthesis (brackets, dashes and commas)	
Use adverbs and modal verbs to indicate degrees of possibility (will/would, maybe, perhaps)	
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6	
Consistently produce legible joined handwriting	
On track for <u>Greater Depth</u>	
Develop writing into a parallel narrative telling same events from two points of view.	
Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains.	
Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing	
Independently enhance the effectiveness of writing through reading, evaluating and re-drafting	
Use the full range of punctuation taught correctly and appropriately	
Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.	

Name:

Year 5

Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.	
Write with a non-linear structure.	
Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader	
Plan, compose, edit and refine an explanation text showing good awareness of the reader	
Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary	
Use dialogue to convey character and advance the action.	
Use preposition phrases and expanded noun phrases to add detail, qualification and precision	
Build cohesion within and across a paragraph using a range of devices.	
Create complex sentences by using relative clauses with relative pronouns – who, where, which, whose, that and where the relative pronoun is omitted.	
Precise use of punctuation to indicate parenthesis (brackets, dashes and commas)	
Confidently, use adverbs and modal verbs to indicate degrees of possibility (will/would, maybe, perhaps)	
Spell correctly many words from Yr5/6	
Consistently produce legible joined writing	
Working at <u>Greater Depth</u>	
Choose to combine text-types to support overall effectiveness of the writing.	
Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.	
Select precise vocabulary and grammatical structures	
Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader	
Use the full range of punctuation taught correctly and appropriately Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.	
Develop own success criteria and makes choices on audience and form of writing.	

Year 6

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour.	Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.	Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.
Recount					Write a recount in a specific form with a clear audience ensuring formality is appropriate	
Non Chron Report	Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g.					
Persuasion			Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.			
Discussion			Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.			
Explanation					Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	
Non-Fiction (Choice)					Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features	
Poetry	Performance poetry		Narrative /classic		Blank Verse (classics)	

Name:

Year 6 Autumn Term Assessment Grid

On track for <u>Expected Standard</u>	
Integrate dialogue in narrative to convey character and advance the action	
Describe settings and characters building a distinct atmosphere	
Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required.	
Write a recount in a specific form with a clear audience ensuring formality is appropriate	
Use layout devices, such as headings, sub-headings, bullets and tables to structure texts	
Write effectively for each purpose and selected audience, showing good awareness of the reader	
Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader	
Draw on their knowledge of etymology and morphology to support spelling	
Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly	
On track for <u>Greater Depth</u>	
Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing	
Consciously control the structure of sentences	
Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately	
Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity	
Evaluate, draft and re-draft.	

Name:

Year 6 Spring Term Assessment Grid

On track for <u>Expected Standard</u>	
In narratives, describe settings, character and atmosphere	
Integrate dialogue in narratives to convey character and advance the action	
Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader	
Use the range of punctuation taught at key stage 2 mostly correctly	
Use verb tenses consistently and correctly throughout their writing	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.	
Maintain legibility in joined handwriting when writing at speed	
On track for <u>Greater Depth</u>	
Use a non-linear structure to show assured and conscious control of formality for different shifts of time	
Independently choose vocabulary and language features appropriately for the style and tone of the text	
Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes	
Distinguish between the language of speech and writing and choose the appropriate register	
Choose to combine different text types and associated language features for effect and specific purpose	
Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity	
Independently enhance the effectiveness of writing through reading, evaluating and redrafting	

Name:

Year 6 Summer Term Assessment Grid

Working at the <u>Expected Standard</u>	
In narratives, describe settings, character and atmosphere	
Integrate dialogue in narratives to convey character and advance the action	
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	
Use the range of punctuation taught at key stage 2 mostly correctly	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.	
Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious	
Maintain legibility in joined handwriting when writing at speed	
Working at <u>Greater Depth</u>	
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	
Distinguish between the language of speech and writing and choose the appropriate register	
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	