



Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

Writing

Intent

At Bromesberrow St. Mary's school our intent for Writing is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of and skills in Writing, as they grow throughout the school, reaching for the stars with Hope and Aspiration. We teach the National Curriculum for Writing. Our core drivers for Writing are:

- To teach children to be fluent writers, in terms of spelling, grammar, punctuation and handwriting, recognising that these skills are essential in order to be able to communicate clearly
- To inspire and enable children to write, giving them the skills to communicate for a variety of purposes and audiences
- For children to love reading and be immersed in quality texts, so that they can learn from these, writing for pleasure, and communicating with clarity and accuracy.

To us Communication is at the heart of writing. In order to be a good writer and be able to communicate through this medium you need to:

- Have good verbal (using expression, intonation and a strong vocabulary) and non-verbal (using gesture and facial expression) communication skills.
- Be able to spell accurately, so that you can communicate clearly- you can be understood!
- Be able to vary sentences to ensure your writing makes sense and is interesting, using different grammar and punctuation rules and conventions in order to achieve this.
- Be able to write clearly and legibly, so that a reader can 'read' what you are trying to communicate.



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To enable our children to connect with the purpose for writing as a means to communication we provide a 'Front Cover' for each unit of work, which provides a clear purpose for writing through learning outcomes, a published piece, as well as the grammar and punctuation rules and conventions being taught. This is all explicitly planned in our Writing Text Progression

To support the children in this further we have created an explicit check list to have at the front of their books:

Share:

- *I have a purpose to write and know who will be reading my writing.*
- *I need to be able to share my ideas for writing and listen to the ideas of others.*

Write:

- *I need to be able to write my ideas down so that other people can read them.*

Organise:

- *I need to be able to organise my writing so that other people enjoy and understand it.*

Teachers also create checklists to accompany daily teaching sessions in English Writing.



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Implementation

- **Verbal and Non Verbal Communication:** We prioritise this through our focus on quality adult-child interactions whereby we actively model how to communicate and explicitly teach vocabulary to use in different contexts. Our Communication and Language Curriculum explains this in more detail.
- **Spelling:** We use Bug Club Phonics approach to teach spelling predominantly up until the Autumn term Y2, with Twinkl Spelling resources gradually taking over from this (this transition is clearly mapped out in our Phonics and Spelling Curriculum Progression). This progression document then maps out the explicit teaching of spelling for KS2, where a new spelling rule is taught each week. Children then have explicit opportunities to practise and apply these to their writing across the curriculum. All children are taught our spelling Curriculum, however we recognise that for some children spelling can be a significant barrier to writing. With this in mind we adapt the curriculum to enable them to access and improve spelling alongside quality first teaching e.g. through the use of Dyslexia Gold or other technologies or through focused scaffolding during lessons.
- **Grammar and Punctuation:** Grammar rules are taught explicitly through our text based curriculum, whereby teachers use our writing progression to enable children to learn the correct conventions matched to the text they are immersed in e.g. if the quality text is 'What the Ladybird Heard' by Julia Donaldson in Y1, then you would be learning to add in appropriate adjectives to make your character description sentences more interesting to the reader. The grammar progression for each national curriculum year is shared below.
- **Handwriting:** We teach children to form the letters accurately to write words in a non cursive script from Reception through to the end of year 1. This is taught daily as part of our phonics programme. We then introduce cursive script from Y2 upwards. This is taught as part of our spelling approach. All children are taught using the Handwriting Approach, however we recognise that some children have significant barriers in fine motor development. With this in mind we support the communication element of writing using technology and word processing software.



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Impact

In order for our Writing Curriculum to have had an impact, we will see children who are:

- Able to write for a variety of different purposes and audiences
- Part of an inspired, motivated and engage community of writers
- Able to spell accurately and where there are specific barriers to spelling are able to use other mediums to support communication in writing, so that spelling is not a barrier to writing
- Able to vary sentences with knowledge, skill and purpose in appropriate contexts to interest and engage the reader
- Have a legible handwriting style which enables them to communicate on paper and where handwriting is a barrier to writing then good word processing skills to enable effective communication in writing to occur.



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Early Years Foundation Stage

Early Writing (preschool- reception)

Children need to have developed their large and small scale movements (gross and fine motor skills) in order to put pen to paper. Throughout preschool and reception children are exposed to an environment and provision that facilitates this, with plenty of opportunities to develop this strength and readiness for writing e.g. squiggle and wiggle, play dough and finger gyms. They then have access to activities which support early 'mark making', where they are able to explore making marks in different ways as a precursor to writing the letters of alphabet. These activities will involve mark making in different mediums e.g. sand and gloop; and with different instruments e.g. fingers, brushes, stones and chalk. These marks then evolve into emergent writing, where children will ascribe meaning to their marks. Our provision is planned to enthuse children about writing, we want children to be excited to learn to write with purpose e.g. menus in the role play café, lists in the role play shop and builders yard invoices. Writing is frequently modelled and shared by teachers throughout the day so that children learn how to write words, learning the correct letter formation and handwriting skills. 'Talk for Writing' is used as an approach to encourage story-telling, supporting the children to draw their ideas first in pictures and to then progress to writing. This strategy helps children to get their ideas down and visualise how their writing will take shape (thinking about purpose and audience), without being inhibited by the mechanics of writing. They can then use this structure and refer back to it, when writing up.

To support their writing to develop into Standard English we teach daily phonics sessions using the 'Bug Club Phonics' approach and resources. In Preschool they are taught Phase 1 activities, which focus on hearing sounds in words and rhyming. In Reception we teach Phase 2 to Phase 5. Here the children are taught the letters (how they look and how they are formed on the page) and sounds of the alphabet. Children are given the opportunity to write the letters and put these into meaningful words, as they become more confident. Children are taught to form the letters correctly from Phase 2 of phonics. By the end of the autumn term of reception we aim for children to begin to have a go at



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writing down the initial sounds of each word e.g. 'c' for 'cat'. By the end of the spring term, we are looking at children being able to write simple words and by the end of the summer term to be writing in simple sentences.

Early Years knowledge and skills in writing

Preschool (3-4 yr. olds)	<ul style="list-style-type: none"> • Give meanings to the marks that they scribe (including painting and drawing) e.g. this says that 'mummy went to the supermarket'. • Ascribes meanings to marks that they see in different places using their knowledge of the context and past experience e.g. 'that says Tommy' (pointing at Tommy's name label). • Writes with purpose and intent during independent play e.g. writing a shopping list for the builders merchant • Is able to hold a pencil correctly, having a strong and comfortable hold. • Is able to follow dots to draw a line or form a shape • Is able to begin to write some sounds at the beginning of words e.g. 'm' for 'mummy' • Is able to write their own name • Can write some letters accurately
Reception	<p>Autumn:</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. <p>Spring:</p> <ul style="list-style-type: none"> • Spell words by using the sounds they have learned (matching this to the letter).



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- Writes own name and other things such as labels, captions.
- Writes with a clear purpose to communicate- child knows that there is 'a point' to writing.
- Attempts to write short sentences in meaningful contexts.

Summer:

- Knows that a sentence needs a capital letter at the beginning and a full stop at the end.
- Are able to re-read what they have written to check that it makes sense.
- Can write sentences that can be read by an adult



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Ks1 Writing

Year One

Writing 'Working at' expectations

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children know how to hold a pencil correctly and can sit comfortably at a table
- Children are able to form lower case letters correctly, with the right orientation, starting and finishing in the correct place.
- Children can form capital letters correctly
- Children can write the numerals 0-9

Vocabulary, grammar and punctuation

- Children leave spaces between words when they are writing
- Children are able to join words and clauses using 'and'
- Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
- Children are beginning to use capital letter for names of people, places, days of the week and the pronoun 'I'
- Children use regular plural noun suffixes e.g. *dog-dogs* and *bush-bushes*
- Children can add suffixes to root words where no change is need e.g. *help-helping*
- Children are beginning to understand what an adjective is
- Children are beginning to understand what a verb is



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Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Writing Composition

- Children are able to orally share out loud their ideas for writing
- Children are able to orally share a sentence before writing it
- Children can put sentences in sequences that make sense to form short narratives
- Children are able to re-read their writing back to make sure it makes sense
- Children read their writing aloud, sharing audibly with teacher and peers

Exceeding

- Children are able to sequence ideas in writing e.g. a simple story or instructions
- Children are able to write with a clear purpose
- Children use pronouns to avoid repetition
- Children experiment with new vocabulary and be ambitious in this
- Children use a variety of different conjunctions (other than 'and' and 'then').
- Children use capitals and lowercase consistently
- Children use their developing phonic knowledge to write phonetically plausible attempts of new/unknown words
- Children can spell the majority of the words from the year 1 and 2 Phonics and Spelling Overview



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Year 2

Writing 'Working at' expectations

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children are able to form letters using precursive script
- Children are beginning to join using a cursive script, although this is not always consistent
- Children form ascenders and descenders correctly

Vocabulary, grammar and punctuation

- Children are able to join words and clauses using *and*, *because*, *but* and *so*
- Children are able to punctuate sentences accurately using a capital letter, full stop, question mark or exclamation mark
- Children know what a noun is (a person, place, object or feeling)
- Children are able to create nouns using suffixes -ness e.g. happy-ness =happiness
- Children know what an adjective is e.g. the *grumpy* giant
- Children are able to form adjectives by adding suffixes -ful to nouns e.g. beauty-ful=beautiful
- Children can use -er and -est to create adjectives e.g. saddest
- Children can use suffix -ly to turn adjectives into adverbs e.g. solemn=solemnly
- Children know what a verb is e.g. the grumpy giant was *shouting*.
- Children can use subordinating conjunctions e.g. *when*, *because*, *if*
- Children can use coordinating conjunctions e.g. *and*, *or*
- Children use a capital letter for names of people, places, days of the week and the pronoun 'I'
- Children can write expanded noun phrases e.g. *the wooden treasure chest*, *the smirking boy*



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- Children know the difference between an exclamation, command and question
- Children know what an adverb is e.g. He stomped *quickly* across the park
- Children can use apostrophes for possession e.g. the *girl's* pencil
- Children can recognise the difference between past and present tense
- Children know how to use adverbs using -ly e.g. the girl slept *soundly*
- Children know how to use commas in a list
- Children use apostrophes for contractions e.g. *I'm*
- Children can use the progressive form of verbs e.g. she is drumming...he is driving
- Children use past and present tense consistently in writing

Writing Composition

- Children are able to orally share out loud their ideas for writing
- Children are able to orally share a sentence before writing it
- Children can put sentences in sequences that make sense to form short narratives
- Children are able to re-read their writing back to make sure it makes sense
- Children read their writing aloud, sharing audibly with teacher and peers

Exceeding

- Be able to write purposefully and independently about something they have been learning about in another curriculum area or from their own experience
- Use adverbs to begin sentences e.g. unfortunately, hopefully, sadly
- Experiment with using new word choices and adjectives to add variety
- Have stamina for writing and write at greater length, using sentences that are varied and more complex e.g. using different conjunctions to form compound sentences other than 'and' and 'then'.
- Spell the majority of words from the year 2 spelling list in addition to all the words in the year 1 spelling list



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- Consistent handwriting with mostly accurate use of ascenders and descenders
- Use of pronouns to avoid repetition
- Use their phonic knowledge to spell unfamiliar and challenging words, being confident to experiment.



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KS2 Writing

Year 3 Writing

Writing 'working at' Expectations

Transcription:

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children are beginning to 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.
- Children are beginning to increase the legibility, consistency and quality of their handwriting 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 a letter do not touch*

Vocabulary, Grammar and Punctuation

- Children know the difference between a consonant and a vowel
- Children can recognise the difference between past and present tense
- Children can form nouns by adding different prefixes –auto –anti e.g. autograph and anti-bullying
- Children know when to use 'a' or 'an' depending whether the next word begins with a vowel or a consonant e.g. an elephant...a ball
- Children know how to use the present perfect tense e.g. *He had gone to play football* contrasted to *he went to play football.*
- Children know what a subordinate clause is and can use this in their writing
- Children can use powerful adjectives in their writing e.g. the *flickering* flame
- Children know when to use 'a' and 'an' before a word (vowel and consonant)



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- Children use apostrophes for possession with confidence e.g. the *boy's* boat
- Children use inverted commas for direct speech e.g. The girl muttered, 'I cannot go on any longer...'
- Children use coordinating conjunctions e.g. *or, and, but*
- Children use time conjunctions e.g. *firstly, secondly, finally*
- Children use prepositions in their writing e.g. *Under* the silvery moon, the deer walked majestically.
- Children begin to use paragraphing in their writing
- Children use place and cause conjunctions e.g. *since, so, yet, therefore*
- Children use the first 2 or 3 letters of a word to check its spelling in a dictionary

Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Composition

- Children plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Children plan their writing by beginning to discuss and record ideas
- Children draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Children draft and write by organising simple paragraphs around a theme.
- Children draft and write by creating simple settings, characters and a basic plot in narratives.
- Children draft and write by beginning to use simple organisational devices in non-narrative material e.g. *headings and sub-headings*
- Children are able to evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.
- Children evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Children proof-read for some spelling and punctuation errors.



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- Children are confident to read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

Exceeding

- Children use adjectives and adverbs with purpose to create particular effects on the reader
- Children are able to independently decide to change and alter writing at the drafting stage to create a stronger impact on the reader
- Children use paragraphing with awareness of structuring and increasing accuracy
- Children use detail and specifics to interest and engage a reader
- Children use bold word choices, that are perhaps unfamiliar or new to them to describe people, places and things
- Children write a narrative that is accurate, interesting and engaging from beginning to end
- Children use fronted adverbial openers *e.g. Over the misty mountains*
- Children are experimenting with embedded relative clauses and comma punctuation *e.g. The boy, who was crying sadly, sank to the ground.*
- Children are able to choose the style of writing or writing type that fits the purpose *e.g. a report to communicate the rainfall levels at Bromesberrow.*



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Year 4 Writing

Writing 'working at' Expectations

Transcription:

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children continue to increase the legibility, consistency and quality of their handwriting 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 a letter do not touch*

Vocabulary, Grammar and Punctuation

- Children know the difference between plural and possessive -s e.g. *Look at all those girls playing football* (plural) and *That is the girl's football!* (possessive)
- Children know the standard English forms for verb inflections e.g. *We were playing football* rather than *We was playing football.*
- Children are able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
- Children use fronted adverbials e.g. *Later that day, I heard the bad news.*
- Children use paragraphs to organise ideas around a theme
- Children use pronouns and nouns appropriately within and across sentences to aid cohesion and avoid repetition
- Children use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*
- Children use apostrophes to mark plural possession e.g. *the girl's name, the girls' names*
- Children use commas after fronted adverbials



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Terminology: determiner pronoun, possessive pronoun adverbial

Composition

- Children plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Children plan their writing by beginning to discuss and record ideas
- Children draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Children draft and write by organising simple paragraphs around a theme.
- Children draft and write by creating simple settings, characters and a basic plot in narratives.
- Children draft and write by using simple organisational devices in non-narrative material *e.g. headings and sub-headings*
- Children are able to evaluate and edit through evaluating the effectiveness of their own and others' writing and suggesting improvements.
- Children evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Children proof-read for spelling and punctuation errors.
- Children are confident to read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

Exceeding

- Children vary sentence length and types to create particular effects *e.g.* using short sentences to create pace
- Children vary word order in sentences to create interest or ensure clarity
- Children are able to use commas correctly for complex sentences and to mark fronted adverbials
- Children select and use vocabulary with purpose to create a particular effect or target a particular audience.
- Children describe character and place in detail
- Children begin to use figurative language for effect, knowing when the use of one may have more impact than another
- Children experiment with re-ordering sentences whilst re-drafting to create more impact and effect on the reader.



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- Children experiment with sentence starters e.g. Staring fixedly, I wandered on through the lonely jungle or Shattered, I managed to reach the final hurdle
- Children begin to vary the choice of pronouns correctly to refer to the first, second and third person (singular and plural)



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Year 5 Writing

Writing 'working at' Expectations

Transcription:

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Children begin to choose the writing implement that is best suited for a task and for their fluency, legibility and speed.

Vocabulary, Grammar and Punctuation

- Children are able to convert nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify *falsify, considerate*
- Children are able to use verb prefixes e.g. dis–, de–, mis–, over– and re– *disengage, misinform, overload, rearrange*
- Children can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. The girl, who was shaking uncontrollably, managed to crawl to the bathroom.
- Children are able to indicate degrees of possibility using adverbs e.g. perhaps, surely; or modal verbs e.g. might, should, will, must
- Children use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- Children link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Children use brackets, dashes or commas to indicate parenthesis e.g. The aged woman (who had eyes that glared out at you from the gloom) continued to look straight towards me.
- Children use commas to clarify meaning or avoid ambiguity e.g. It was a disturbing evening, the whale echoed his soulful song, whilst the boat continued to rock on the waves.
- Children use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



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- Children use a thesaurus

Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity

Composition

- Children plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own
- Children plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.
- Children plan their writing by beginning to consider how authors have developed characters and setting
- Children draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *e.g. use of parenthesis and commas for clauses*
- Children draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives
- Children draft and write by beginning to precis longer passages
- Children draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.
- Children draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader *e.g. headings, and bullet points.*
- Children evaluate and edit by beginning to assess the effectiveness of their own and others' writing.
- Children evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.
- Children evaluate and edit by beginning to use the correct tense throughout a piece of writing.
- Children evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Children are beginning to proof-read for spelling and punctuation errors
- Children perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.

Exceeding

- Children consistently produce sustained, detailed and accurate writing in narrative and non-fiction.
- Children show a depth and maturity in writing, using appropriate structure and organisation for a range of audiences and purposes.



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- Children use inventive and accurate vocabulary to describe settings, create mood and atmosphere and pace
- Children consistently link paragraphs, so that these are sequential and 'flow'
- Children are able to evaluate the effectiveness and impact of their own and others' writing
- Children are able to skilfully use dialogue to move a narrative on and add pace and interest within narrative
- Children are confident to proof read their work, independently removing repetition or detail that detracts from the impact of the piece
- Children use relative pronouns within clauses confidently and proficiently *e.g. the elderly man, who was limping badly, edged closer to the exit.*
- Children use parentheses accurately using brackets, commas or dashes
- Children are confident to use commas accurately within writing to ensure clarity
- Children use modal verbs to create possibility and questioning within writing *e.g. Might he consider the possibility of a camp out? Only time would tell...*
- Children use sentences and phrases to sequence, organise and link writing *e.g. Presently, the timid mouse, was nibbling on the mouldy cheese or Nearby, the birds hovered ominously.*
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Year 6 Writing

Writing 'working at' Expectations

Transcription

Spelling

- Children know and apply the spellings and spelling rules as taught in our Phonics and Spelling Overview

Handwriting

- Children have a legible and fluent cursive handwriting style, which they use to write at speed using the right implement for the task

Vocabulary, Grammar and Punctuation

- Children know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter
- Children know how words are related by meaning as synonyms and antonyms e.g. big, large, little
- Children use the passive to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*.
- Children know the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as *If I were* or *Were*
- Children link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials *such as*, *on the other hand*, *in contrast*, *or as a consequence*, and ellipsis
- Children use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
- Children use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- Children use the colon to introduce a list and use of semi-colons within lists
- Children use punctuation of bullet points to list information
- Children know how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover



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- Children use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- Children use a thesaurus

Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Composition

- Children plan their writing by identifying the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own
- Children plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Children plan their writing by considering how authors have developed characters and setting
- Children draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented and using modal verbs to suggest degrees of possibility.*
- Children draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives
- Children draft and write longer passages
- Children draft and write through using a range of devices to build cohesion within and across paragraphs *e.g. conjunctions, adverbials of time and place, pronouns and synonyms*
- Children draft and write by using some organisational and presentational devices to structure text and to guide the reader *e.g. headings, and bullet points.*
- Children evaluate and edit by assessing the effectiveness of their own and others' writing.
- Children evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance writing.
- Children evaluate and edit by using the correct tense throughout a piece of writing.
- Children evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Children are able to proof-read for spelling and punctuation errors
- Children perform their own compositions, using appropriate intonation, volume so that meaning is clear.



Bromesberrow
St Mary's CofE (VA) Primary School

We're Reaching for the Stars

Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

Exceeding

- Children write effectively for a range of purposes and audiences. They draw on the devices used by other writers to adopt and personalise an interesting and engaging style.
- Use a range of punctuation as taught accurately and with purpose to impact upon the reader *e.g colons, semi colons, hyphens*
- Children are able to use the correct register for the purpose and audience *e.g. a formal tone to address a doctor, using formal language, convention and structure*
- Children are precise and mature in their writing, manipulating grammar and vocabulary to the best effect.