

Community

Respect

Perseverance



Meole Brace
 C of E Primary School and Nursery
 Let Your Light Shine!

Writing	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Contexts for writing	Attempts to write short sentences in meaningful contexts.	To write narratives about personal experiences and those of others (real and fictional) <ul style="list-style-type: none"> • To write about real events • To write poetry • To write for different purposes 	As previous years and: <ul style="list-style-type: none"> • To write information project of their own design. 	As previous years and: <ul style="list-style-type: none"> • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in-line with the grammar being taught. 	As previous years and: <ul style="list-style-type: none"> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	As previous years and: <ul style="list-style-type: none"> • In writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	As previous years.
Planning writing	To say out loud what they are going to write about To compose sentences orally before writing it.	To say out loud what they are going to write about <ul style="list-style-type: none"> • To compose sentences orally before writing it 	As previous years and: <ul style="list-style-type: none"> • To discuss and recording ideas • To compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures 	As previous years and continuing to develop the use of vocabulary and age related grammatical features, drawing on reading	As previous years and continuing to develop the use of vocabulary and age-related grammatical features, drawing on reading.	As previous years and continuing to develop the use of vocabulary and age-related grammatical features, drawing on reading.	As previous years and continuing to develop the use of vocabulary and age-related grammatical features, drawing on reading.
Drafting writing	To use story maps, pictures and words and story mountains to plan writing.	To use story maps <ul style="list-style-type: none"> • To sequence sentences to form short narratives • To re-read what they have written to check that it makes sense 	As previous years and: <ul style="list-style-type: none"> • To write down ideas and/or key words, including new vocabulary • To encapsulate what they want to say, sentence by sentence 	As previous years and: <ul style="list-style-type: none"> • In narratives, to create settings, characters and plot, for example : → use of planning tools: Story map /story mountain / story grids → Plan opening around character(s), setting, time of day and type of weather → Paragraphs to organise ideas into each story part • To extend vocabulary use • To use story sections: → Introduction →should include detailed description of setting or characters → Build-up → build in some suspense towards the problem or 	As previous years and: <ul style="list-style-type: none"> • in narratives, to create settings, characters and plot, for example → Secure use of planning tools: e.g. story map /story mountain /story grids → Plan opening using: description /action → Paragraphs: to organise each part of story to indicate a change in place or jump in time → Build in suspense writing to introduce the dilemma → Secure use of story sections e.g. Introduction Build-up Problem / Dilemma Resolution Ending → Clear distinction between resolution and ending. Ending should 	As previous years and: <ul style="list-style-type: none"> • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning a range of devices, such as • To use literary features such as alliteration, personification, onomatopoeia and similes and integrating dialogue to convey character and advance the action • To use a variety of clause and sentence types, such as relative clauses, complex sentences, expanded noun phrases. • To use conjunctions within paragraphs to build 	As previous years and: <ul style="list-style-type: none"> • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning through: • To control levels of formality through manipulating grammar and vocabulary • To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (“He’s your friend, isn’t he?”, or the use of the subjunctive in some very formal writing and speech) as in, “If I were you...”

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				<p>dilemma → Problem / Dilemma – include detail of actions / dialogue → Resolution - should link with the problem → Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>in non-narrative material, to use simple organisational devices , such as: → Group related ideas /facts into paragraphs → Sub headings to introduce sections / paragraphs → Topic sentences to introduce paragraphs Lists of steps to be taken → Bullet points for facts → Flow diagram</p>	<p>include reflection on events or the characters.</p> <ul style="list-style-type: none"> • In non-narrative material, to extend the range of organisational devices, such as: → Paragraphs to organise ideas around a theme → Logical organisation 	<p>cohesion into a paragraph.</p> <ul style="list-style-type: none"> • To use change of place, time and action • To link ideas across paragraphs <p>In narratives, To describe settings, characters and atmosphere</p> <ul style="list-style-type: none"> • To use a variety of text layouts appropriate to purpose • To use a range of techniques to involve the reader –comme 	<ul style="list-style-type: none"> • In narratives, To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • To build in literary feature to create effects e.g. alliteration, onomatopoeia, figurative language, triplets, oxymoron • To link ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. 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 elision • To use layout devices, such as headings, sub - headings, columns, bullets, or tables, to structure text • précising longer passages
Editing writing	To check that words are spelt correctly or phonetically plausible.	To discuss what they have written with the teacher or other pupils	As previous years and: <ul style="list-style-type: none"> • To evaluate their writing with the teacher and other pupils • To use re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	As previous years and: <ul style="list-style-type: none"> • To assess the effectiveness of their own writing and suggest improvements • To propose changes to grammar and vocabulary to improve writing, including the accurate use of pronouns in sentences • To proofread for spelling and punctuation errors 	As previous years and including grammatical / form changes related to aspects that have been taught.	As previous years and including grammatical / form changes related to aspects that have been taught, and: <ul style="list-style-type: none"> • To assess the effectiveness of their own and others' writing • To ensure the consistent and correct use of tense throughout a piece of writing • To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech 	As previous years and including grammatical / form changes related to aspects that have been taught, and: <ul style="list-style-type: none"> • Pupils should continue to plan, draft, edit and proofread through: • To consider how their writing reflects the audiences and purposes for which it was intended • To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

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						and writing and choosing the appropriate register • To proofread for spelling and punctuation errors	• To pay attention to accurate grammar, punctuation and spelling
Performing writing	To read their own work out loud.	To discuss what they have written with the teacher or other pupils	As previous years and: • To read aloud what they have written with appropriate intonation to make the meaning clear	As previous years and: • To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	As previous years and: • To use expression and movement	As previous years and: • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	As previous years and: • To publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres
Enrichment	Author visits. Theatre performances and workshops. Poetry readings. Opportunities to perform own compositions. Publication of own compositions including Bookfest books. Competitions such as Spelling Bee. Inter-school writing competitions. Develop close links between home and school to encourage positive, purposeful writing experiences. Create a diverse, rich language and literacy environment that demonstrates the written word in all its forms. Create a rich language and literacy environment that demonstrates the written word in all its forms						