

Writing Progression

Black = NC content Green = qualifiers for progression and assessment Blue = additional GD assessment criteria TAF statements	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Phonic & Whole word spelling	<ul style="list-style-type: none"> Use phonic knowledge to begin to write CVC words e.g. cat. Correctly choose initial letters and some final letters correctly. 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Spelling lists and rules breakdown following RWI spelling progression further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spelling lists and rules breakdown following RWI spelling progression spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spelling lists and rules breakdown following RWI spelling progression spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling		<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
Handwriting	<ul style="list-style-type: none"> Form some recognisable letters. Sometimes leave 'finger' spaces between groups of letters. 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write 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. 	<ul style="list-style-type: none"> 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 develop multiple ideas in non-fiction which are factual and precise in narratives, creating settings, characters and plot develop multiple ideas in a story enriching with descriptive detail (choosing effective and some ambitious vocabulary from 'red' word list) add detail into descriptions of characters and settings e.g. precise words, descriptive noun phrases express a basic opinion or viewpoint, an opinion or promote an idea e.g. I believe... Make ambitious word choices to engage and affect the reader (choose words because of the effect they have on the reader) 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting by avoiding ascenders and descenders touching each other from one line to the next. use neat, joined handwriting consistently 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and making quick choices whether or not to join specific letters choosing the writing implement that is best suited for a task use neat, joined handwriting consistently in a style that encourages speed, legibility and fluency
Planning Writing	<ul style="list-style-type: none"> Talk about the part of the story/event that is interesting. Add detail orally to a story or an event or an experienced event. 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing:						
Context, purpose and impact: write a range of whole texts that are interesting and engaging or thoughtful and appropriate to the reader and purpose.	<ul style="list-style-type: none"> Arrange writing going from left to right, top to bottom. Attempt writing for different purposes e.g. label, list. Invent own compositions but writing might need mediation. include character names in narrative and basic topic words in non-fiction. Write phrases about areas of interest. Use some 'yellow' ambitious vocabulary appropriately 	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense form short narratives/retell short recounts. Use relevant words that are about my topic/story. know the purpose and the forms of some simple writing (labels, message, invitation). include familiar storytelling language e.g. Once upon a time, One day, The end. Use simple speech - like words. Use some simple descriptive words (shape, colour, size, emotions). Use some 'blue' ambitious vocabulary 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence writing simple, coherent narratives about personal experiences and those of others (real and fictional) writing about real events, recording simply and clearly writing poetry writing for different purposes ideas are mostly suitable for a narrative. begin to indicate the viewpoint through comments. ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount. include the main features of a genre/text type. include enough information and description to interest the reader. choose words appropriate to the writing. construct sentences that include adjectives, adverbs and precise verbs. use some 'purple' ambitious vocabulary 	<ul style="list-style-type: none"> Sustain writing across a whole text (non-fiction, settings, short narratives) using appropriate language choices - content makes sense throughout a piece Maintain the features of a genre/text type. Develop multiple ideas in non-fiction which are factual and precise In narratives, creating settings, characters and plot Develop multiple ideas in a story enriching with descriptive detail (choosing effective and some ambitious vocabulary from 'red' word list) Add detail into descriptions of characters and settings e.g. precise words, descriptive noun phrases Express a basic opinion or viewpoint, an opinion or promote an idea e.g. I believe... Make ambitious word choices to engage and affect the reader (choose words because of the effect they have on the reader) 	<ul style="list-style-type: none"> Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint Include all the features of a genre/text type appropriately and consistently. Use accurate technical language to suit the requirement of the text. In non-narrative: use a topic sentence to introduce a paragraph. In narratives, creating settings, characters and plot Ideas are developed in detail (e.g. stories: in depth description, non-fiction: anecdotes, facts and reflections) Make language choices that are interesting and varied. Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions) Make ambitious word choices to engage and affect the reader (using some ambitious 'orange' vocabulary) 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint - writing to inform, persuade, discuss and entertain. (Point of view is clear and controlled with some elaboration) Secure a text type/genre by including all features and adapt when required. Use accurate technical language to suit the requirement of the text. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Characters are developed with description, dialogue and actions. In narrative plot and in non-fiction ideas are well developed Some vocabulary is for effect or emphasis e.g. technical terminology, vivid language Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fiction e.g. language choices support the purpose. Begin to distinguish between the language of speech and writing and choose the correct register. Select precise vocabulary and grammar to suit the level of formality. Make ambitious word choices to engage and affect the reader (choosing some 'green' ambitious vocabulary).
Writerly techniques	<ul style="list-style-type: none"> Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash! 	<ul style="list-style-type: none"> Use onomatopoeic to grab the reader's attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave. 	<ul style="list-style-type: none"> Use rhyme for effect e.g. He was snoring and roaring. 	<ul style="list-style-type: none"> Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. Use the word 'like' to build a simile e.g. her eyes were like deep pools. 	<ul style="list-style-type: none"> Ask rhetorical questions to heighten reader engagement e.e. Can we honestly believe..? Use the word 'as' to build an effective simile e.g. the train was as slow as a hare Use metaphor to create vivid images in the reader's mind 	<ul style="list-style-type: none"> Create atmosphere and engage the reader's interest by selecting and manipulating writerly techniques (figurative language, imagery, characterisation, structure) Use pathetic fallacy to mirror and extend character's emotions e.g. aspect of nature or weather reflects feeling. Use pun to enhance the double meaning of language e.g. the cheetah, a predatory cheater of the jungle.
Structure, shape and cohesion Organise and present whole texts effectively that structure and sequence information . Construct a cohesive piece with logical links/breaks	<ul style="list-style-type: none"> Group main ideas together through repeated nouns/pronouns. Use pictures to yield more meaning to words. 	<ul style="list-style-type: none"> Order some events using number/time sequence indicators e.g. Then I had lunch. Repeat key words to show meaning. 	<ul style="list-style-type: none"> Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction. Group main ideas together. 	<ul style="list-style-type: none"> In non-narrative writing, use simple organisational devices to structure the writing (e.g. headings, sub-headings, bullet points) Begin to understand what a paragraph is and show ideas grouped together Opening signalled in narrative and non-fiction e.g. Early one morning... Whales are the largest sea creatures... Closing signalled in narrative and non-fiction e.g. Eventually... Ultimately... Begin to use a topic sentence to introduce a paragraph in non-fictional writing Choosing nouns or pronouns appropriately within sentences for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> In non-narrative writing, use informative organisational devices (e.g. headings, sub-headings, captions, bullet points, glossary) Start a new paragraph to organise ideas around a theme. Write sentences that are developed from previous sentences to form a group of connected/related ideas. Structure and organise writing with a clear beginning, middle and end Openings signalled in narratives and non-fiction with content to capture the readers interest. Closings signalled in narrative that is dramatic or links back to the opening and in non-fiction is strong/draws conclusions. Choosing nouns or pronouns appropriately within and between sentences and paragraphs for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> precising longer passages In non-narrative: use a range of presentational devices, including the use of title, subheadings, captions and punctuating bullet points consistently. Paragraphs mark changes of time, setting and event (start new paragraphs to show changes in time, place, event or person) Structure and organise writing with pace in narrative and supporting evidence in non-fiction using a wide range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> Use a range of adverbs to link ideas: adverbs of time e.g. later, then, adverbs of place e.g. nearby and number e.g. secondly. Link ideas across paragraphs using phrases that back reference previous points.
Sentence structure & grammatical content	<ul style="list-style-type: none"> Write simple words and phrases. Add in joining words like 'and' when reading back writing. 	<ul style="list-style-type: none"> Write in simple phrases and clauses. Start sentences with the pronoun, 'I'. Start sentences with a name. Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge. Begin to use the correct tense and maintain it. Use 'and' to join two words together. Use 'and' to join two clauses together. Include expanded noun phrases for description and specification e.g. The blue butterfly. Use correct verb forms e.g. present; she is drumming, past; he was shouting, mostly correctly and consistently Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'Iy' word, quickly 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation and command. Write sentences with adventurous adjectives. Write long sentences. Write short sentences. Start sentences in different ways from a name or personal pronoun, e.g. One bright morning... Use expanded noun phrases for description and specification e.g. The blue butterfly. Use correct verb forms e.g. present; she is drumming, past; he was shouting, mostly correctly and consistently Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because. Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'Iy' word, quickly 	<ul style="list-style-type: none"> Use more than one clause and a range of conjunctions to extend sentences for/so (co-ordinating) although/before/since/while (subordinating) (experiment with a widening range of conjunctions) Use a variety of sentence openers (which can include preposition and adverbials as below) Use prepositions that position in place/environment e.g. in, on, behind, under Use adverbs/adverbial phrases that position in time: then, next, soon, later that day, as dawn broke Use adverbs/adverbial phrases that build a relationship or 'cause', therefore, as a result Show consistent and correct use of tense throughout a piece of writing Use the present perfect verb form e.g. 'he has gone out to play' contrasted with 'he went out to play' Consistently show a wide range of sentence types Use one word in isolation to grab the readers attention. E.g. Stop! 	<ul style="list-style-type: none"> Consistently use a wide range of sentences with varying conjunctions that have more than one clause for/so/yet (co-ordinating) so/although/before/since/while/as/after (subordinating) Vary sentence structure by using fronted adverbials (use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls; use 'how' 'ly' adverbs and 'ing' fronted adverbial phrases e.g. Rushing against the clock, Jack knew it would be difficult.) Write an effective and accurate character description or setting using prepositional phrases Use precise adjectives for description regularly in expanded noun phrases (use more complicated noun phrases expanded by modifying adjectives and preposition phrases e.g. The strict geography teacher with the slicked back hair) Show consistent and correct use of tense throughout a piece of writing (including use of standard English verb inflections we were...I did instead of local spoken forms we was...I done) Show variation at the beginning of sentences to build cohesion between sentences and paragraphs Use more complicated conjunctions that setup contrast or relationships e.g. despite, nevertheless, consequently. 	<ul style="list-style-type: none"> Write a range of sentence structures, using a variety of coordinating and subordinating conjunctions, sometimes varying their position. for/so/yet (co-ordinating) although/before/since/while/as/after (subordinating) Vary sentence structure by using a variety of SPACE fronted adverbials (Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.) Use relative clauses within complex sentences beginning with who, which, where, when, whose e.g. Maisie, who was extremely tired, finished the race Suggest degrees of possibility appropriate to purpose using adverbs (e.g. perhaps, surely) Suggest degree of possibility using modal verbs (might, should, must to show something is certain, probably or possible). For example in persuasive writing to convince or in narrative to build tension. Select appropriate tense and verb forms, using these consistently throughout a piece of writing, sometimes deploying tense choices that support cohesion by making links e.g. he had seen her before. Mix short and long sentences to change, accelerate or show pace for reader. Manipulate sentence structures, often using a variety of subordinating and coordinating conjunctions by varying their position. (Create different emphasis in sentences through word order and noun phrases)
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> Use full stops at random. May use a capital letter at the start of writing. 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech, including punctuation within and surrounding inverted commas (Correct use of inverted commas and other punctuation to indicate direct speech: comma after reporting clause, end punctuation within commas e.g. The teacher screamed, "Be quiet!") 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis
Editing Writing		<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 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 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofreading for spelling and punctuation errors 	<ul style="list-style-type: none"> Edit and improve writing following supportive feedback from an adult assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Edit and improve writing with increasing independence based on generic feedback from an adult assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Edit and improve writing with the effect of their improvements in mind. assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> Read back work to give meaning to it. 	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar and vocabulary (to specifically outline content in Appendix 2, although many statements incorporated into drafting writing statements too)		<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and sequencing sentences to form short narratives some features of written Standard English sentences demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentences demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number
Grammatical Terminology	Phoneme, Grapheme, Digraph Trigraph, Word, Sentence Capital Letter, Full Stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Writing Progression

Year 6
<p>Spelling lists and rules breakdown following RWI spelling progression</p> <ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and quickly deciding whether or not to join specific letters choosing the writing implement that is best suited for a task Maintain legibility in joined handwriting when writing at speed. Write speedily in a joined, legible style. Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data.
<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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; using contracted forms in dialogues in narrative; Select vocabulary and grammatical structures that reflect what the writing requires e.g. Write informally or formally appropriate to genre/ text type. (Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go to' or 'enter') Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence. Use varied and precise vocabulary to create particular stylistic effects (Use some 'pink' ambitious vocabulary). 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 & vocab to achieve this. Manipulates reader through the telling of a narrative e.g. Use of humour or controls the direction of nonfiction through a range of strategies e.g. persuasive devices.
<ul style="list-style-type: none"> drawing independently on what they have read as models for their own writing e.g. literary language, characterisation Use personification to give human attributes to inanimate objects/things. Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water.
<ul style="list-style-type: none"> precising longer passages In non-narrative writing, use the full range of devices effectively to structure the writing and support the reader (headings, sub-headings, columns, bullets, tables etc.) Apply paragraphs across a whole text to support the 'ease of engagement' for the reader Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint. Applies examples of structure from other writing used as models using a wide range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms. e.g. repetition of word or phrase, use of ellipsis as cliffhanger at end of section. Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence.
<p>Vary the types of sentences within a piece across simple, compound and complex constructions for intended effects and to vary pace/add interest.</p> <ul style="list-style-type: none"> Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '...an exceptional result.' Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts. Use all verb tenses consistently and correctly throughout their writing including simple, perfect and progressive forms at the appropriate times. Using passive verbs to affect how information is presented; e.g. The window in the greenhouse was broken. Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.
<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
<p>Edit and improve their own and other's writing with the effect of their improvements and understanding of their reader in mind.</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>