

Writing Learning Intentions

Writing Curriculum

Year 1

Composition and Text Structure

- Pupils can say out loud what they are going to write about.
- Pupils can compose a sentence orally before writing it.
- Pupils can re-read what they have written to check that it makes sense.
- Pupils can sequence sentences to form short narratives.
- Pupils can discuss what they have written with the teacher or other pupils.
- Pupils can read aloud what they have written.

Vocabulary and Grammar

- Pupils can combine words to make a sentence.
- Pupils can write sentences that make sense.
- Pupils can join words and joining sentences using '**and**'.

Punctuation

- Pupils can separate words using finger spaces.
- Pupils can begin to use full stops to end a sentence.
- Pupils can begin to use capital letters to start a sentence.
- Pupils can begin to use a question mark or an exclamation mark.
- Pupils can begin to use an exclamation mark.
- Pupils can use capital letters for names.
- Pupils can use capital letters for places and days of the week.
- Pupils can use a capital letter for 'I'.

Handwriting

- Pupils can sit correctly at a table, holding a pencil comfortably and correctly.
- Pupils can begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Pupils can form capital letters and digits 0-9 correctly.

Spelling

- Pupils can name the letters of the alphabet in order.
- Pupils can spell some common exception words (e.g. said, my, so, you, she, be) and HFW's.
- Pupils can spell the days of the week.
- Pupils can use the 40 plus phonemes already taught.
- Pupils can use their knowledge of phonics to spell simple words.
- Pupils can use the spelling rule for adding 's' or 'es'.
- Pupils can use the prefix 'un'
- Pupils can use the suffixes 'ing', 'ed', 'er' and 'est' where no change is needed to the root word (e.g. helping, helped, helper).
- Pupils can write simple sentences dictated by the teacher including GPCs and common exception words.

Year 2

Composition and Text Structure

Writing Learning Intentions

- Pupils can write narratives about personal experiences and those of others, both real and fiction.
- Pupils can write for different purposes, including real events.
- Pupils can plan and discuss the content of their writing and record ideas.
- Pupils can orally rehearse and structure sentences or sequences of sentences.
- Pupils can evaluate their own writing independently, with friends and with adults.
- Pupils can proof read to check for errors in spelling, grammar and punctuation.

Vocabulary and Grammar

- Pupils can write clear sentences that make sense.
- Pupils can use coordination (or, and, but, so) correctly.
- Pupils can use some subordination (when, if, that, because) correctly.
- Pupils can use expanded noun phrases (e.g. The angry, green giant).
- Pupils can write sentences that include: statements, questions, exclamations and commands.
- Pupils can use present tense and past tense mostly correctly.

Punctuation

- Pupils can write sentences with full stops and capital letters.
- Pupils can use question marks.
- Pupils can use exclamation marks.
- Pupils can use commas to separate items in a list.
- Pupils can use apostrophes.

Handwriting

- Pupils can use diagonal and horizontal strokes needed to join letters in some of their writing.
- Pupils can use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Pupils can use spacing between words that reflects the size of the letters.

Spelling

- Pupils can segment spoken words into phonemes and apply to their spelling / writing.
- Pupils can spell some words with contracted forms (e.g. don't, we're, couldn't).
- Pupils can spell many common exception words (e.g. said, my, you, she, be, should, who).
- Pupils can add suffixes to spell words correctly ('ment', 'ness', 'ful', 'less', 'ly').

Year 3

Composition and Text Structure

- Pupils can compose and rehearse sentences orally (including dialogue) to build a varied and rich vocabulary and a range of sentence structures.
- Pupils can use a range of structures and vocabulary in their writing (e.g. varied sentence starters, pronouns, conjunctions).
- Pupils can often write a narrative with clear structure, setting, characters and plot.
- Pupils can group ideas into different sections.
- Pupils can organise paragraphs around a theme.
- Pupils can use non-narrative organisational devices (e.g. Headings, sub-headings).
- Pupils can proof read for spelling and punctuation errors.

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- Pupils can begin to edit work to improve grammar and vocabulary.

Vocabulary and Grammar

- Pupils can use adjectives to describe the noun (expanded noun phrases).
- Pupils can begin to extend the range of sentences with more than one clause by using a wider range of conjunctions including subordination (when, if, that, because).
- Pupils can use adverbs.
- Pupils can begin to use fronted adverbials (e.g. Yesterday, in the park. So...)
- Pupils can use coordination (or, and, but, so).
- Pupils can use prepositions.
- Pupils can begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Pupils can begin to use the present form of verbs in contrast to the past tense.

Punctuation

- Pupils use full stops to end a sentence.
- Pupils use capital letters to start a sentence
- Pupils can use question marks and / or exclamation marks.
- Pupils can use commas in a list.
- Pupils can use apostrophes.
- Pupils can use commas after fronted adverbials (e.g. Then, At home,)
- Pupils can begin to punctuate direct speech.

Handwriting

- Pupils can write neatly and legibly (clear ascenders and descenders).
- Pupils can consistently form upper and lower-case letters of the correct size relative to one another with appropriate spacing.
- Pupils can use diagonal and horizontal strokes needed to join most letters.

Spelling

- Pupils can begin to apply spelling rules for suffixes where the final consonant letter of the root word is doubled (e.g. forgetting, beginner) and also 'sion, ly, ous.
- Pupils can begin to apply prefixes in addition to 'un' (e.g. dis mis in etc.)
- Pupils can use the knowledge of alternative phonemes to narrow down possibilities for accurate spelling. (e.g road, rode) including near/ homophones.
- Pupils can begin to spell commonly mis-spelt words.
- Pupils can begin to use a dictionary using the first two or three letters of a word.

Year 4

Composition and Text Structure

- Pupils can compose and rehearse sentences orally (including dialogue) to build a varied and rich vocabulary and an increasing range of sentence structures.
- Pupils use a range of structures and vocabulary in their writing (e.g. varied sentence starters, pronouns, conjunctions).
- Pupils can write a narrative with clear structure, setting, characters and plot.
- Pupils can group ideas into different sections.
- Pupils write in paragraphs (around a theme).

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- Pupils can use non-narrative organisational devices (e.g. Headings, sub-headings).
- Pupils proof read for spelling and punctuation errors.
- Pupils can edit their work to improve grammar and vocabulary.

Vocabulary and Grammar

- Pupils can use adjectives to describe the noun (expanded noun phrases).
- Pupils can extend sentences with more than one clause by using a wider range of conjunctions including subordination (when, if, that, because).
- Pupils can securely use adverbs.
- Pupils can securely use fronted adverbials (e.g. Yesterday, in the park. So...)
- Pupils can use coordination (or, and, but, so).
- Pupils can use prepositions.
- Pupils can begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Pupils can use the present form of verbs in contrast to the past tense.

Punctuation

- Pupils use full stops to end a sentence.
- Pupils use capital letters to start a sentence
- Pupils can securely use question marks and / or exclamation marks.
- Pupils can securely use commas in a list.
- Pupils can securely use apostrophes.
- Pupils can use commas after fronted adverbials (e.g. Then, At home,)
- Pupils can securely punctuate direct speech.

Handwriting

- Pupils can write neatly and legibly (clear ascenders and descenders).
- Pupils can consistently form upper and lower-case letters of the correct size relative to one another with appropriate spacing.
- Pupils can use diagonal and horizontal strokes needed to join most letters.
- Pupils use joined handwriting.

Spelling

- Pupils apply spelling rules for suffixes where the final consonant letter of the root word is doubled (e.g. forgetting, beginner) and also 'sion, ly, ous.
- Pupils can use prefixes in addition to 'un' (e.g. dis mis in etc.)
- Pupils can spell homophones (e.g. road – rode, new – knew).
- Pupils can spell commonly mis-spelt words.
- Pupils can use a dictionary.

Year 5

Composition and Text Structure

- Pupils can write to suit the audience and purpose.
- Pupils can describe settings, character and atmosphere in narratives.
- Pupils can use a variety of sentence starters.
- Pupils can begin to integrate dialogue to develop characters and advance the action.
- Pupils can write non-narrative using – headings, sub headings, bullet points and underlining.
- Pupils can write in cohesive paragraphs.

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- Pupils can make links between paragraphs (e.g. using conjunctions, adverbials, or dialogue).
- Pupils can edit work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Pupils can begin to use stylistic devices to create effects in writing.
- Pupils can add well- chosen detail to interest the reader.

Vocabulary and Grammar

- Pupils can begin to extend the range of structures that are appropriate for the style of writing, including subjunctive forms (e.g. *I suggest that he study*).
- Pupils can use expanded noun phrases to convey complicated information.
- Pupils can begin to use adverbs or modal verbs to indicate a degree of possibility.
- Pupils can use relative clauses beginning with – who, which, where, when, whose, that.
- Pupils can use passive verbs to affect information in a sentence (e.g. The homework was finished by Jane).
- Pupils can use correct tense throughout a piece of writing.
- Pupils can write sentences that are grammatically accurate.

Punctuation

- Pupils can begin to use commas to clarify meaning and avoid ambiguity.
- Pupils can begin to use hyphens to avoid ambiguity.
- Pupils can begin to use brackets, dashes or commas to indicate parenthesis e.g. I bought a gift for you (and two for me).
- Pupils can begin to use semi-colons, colons and dashes to mark boundaries between independent clauses.
- Pupils can use a colon to introduce a list.
- Pupils can use bullet points.

Handwriting

- Pupils write neatly and legibly (clear ascenders and descenders).
- Pupils can consistently form upper and lower-case letters of the correct size relative to one another with appropriate spacing.
- Pupils use joined handwriting.
- Pupils use an appropriate style of handwriting for the task (e.g. quick notes or a final handwriting version).

Spelling

- Pupils can apply spelling rules for suffixes and prefixes.
- Pupils can spell words with silent letters (e.g. Knight, thumb).
- Pupils can distinguish between homophones and other words which are confused.
- Pupils can spell the commonly mis-spelt words.
- Pupils can use a dictionary and a thesaurus.
- Pupils can use a range of spelling strategies and understand that some words need to be learned specifically.

Year 6

Composition and Text Structure

Writing Learning Intentions

- Pupils can create atmosphere, and integrating dialogue to convey character and advance the action.
- Pupils can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- Pupils can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.
- Pupils can describe settings, character and atmosphere in narratives.
- Pupils can use a variety of sentence starters.
- Pupils can write non-narrative using – headings, sub headings, bullet points and underlining.
- Pupils can edit work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Pupils can use stylistic devices to create effects in writing.

Vocabulary and Grammar

- Pupils can use passive and modal verbs mostly appropriately.
- Pupils can use a wide range of clause structures, sometimes varying their position within the sentence.
- Pupils can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- Pupils can select verb forms for meaning and effect.
- Pupils can use relative clauses beginning with – who, which, where, when, whose, that.
- Pupils can use correct tense throughout a piece of writing.

Punctuation

- Pupils can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.
- Pupils can make some correct use of semi-colons, dashes, colons and hyphens.
- Pupils can begin to use hyphens to avoid ambiguity.
- Pupils can begin to use brackets, dashes or commas to indicate parenthesis e.g. I bought a gift for you (and two for me).
- Pupils can begin to use semi-colons, colons and dashes to mark boundaries between independent clauses.
- Pupils can use a colon to introduce a list and can use bullet points.

Handwriting

- Pupils can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
- Pupils write neatly and legibly (clear ascenders and descenders).
- Pupils consistently form upper and lower-case letters of the correct size relative to one another with appropriate spacing.
- Pupils use joined handwriting.

Spelling

- Pupils can spell most words correctly (Y5 and 6 list).
- Pupils can apply spelling rules for suffixes and prefixes.
- Pupils can spell words with silent letters (e.g. Knight, thumb).
- Pupils can distinguish between homophones and other words which are confused.
- Pupils can spell the commonly mis-spelt words.
- Pupils can use a dictionary and a thesaurus.

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- Pupils can use a range of spelling strategies and understand that some words need to be learned specifically.