

## Medium Term Plan- Writing- 2023-2024



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Composition	*gives meaning to marks they make as they draw, write and paint.  *begins to break the flow of speech into words.  *uses some clearly identifiable letters to communicate meaning.  *writes own name and other things such as labels, captions.  *Invent, adapt and recount narratives and stories with peers and teachers.  *perform familiar songs and rhymes alongside others	*gives meaning to marks they make as they draw, write and paint.  *begins to break the flow of speech into words.  *uses some clearly identifiable letters to communicate meaning.  *writes own name and other things such as labels, captions.  *Invent, adapt and recount narratives and stories with peers and teachers.  *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary  *perform familiar songs and rhymes alongside others	*uses some clearly identifiable letters to communicate meaning *continues a rhyming string. *attempts to write short sentences in meaningful context. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to- one discussion, offering their own ideas, using recently introduced vocabulary * begin to use new vocabulary in different contexts *Perform class poems and stories with others	*uses some clearly identifiable letters to communicate meaning *continues a rhyming string. *attempts to write short sentences in meaningful context. *Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary * begin to use new vocabulary in different contexts *Perform class poems and stories with others	*attempts to write short sentences in meaningful context.  *continues a rhyming string.  *write sentences which can be read by themselves and others.  *Invent, adapt and recount narratives and stories with peers and teachers.  *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary  * use new vocabulary in different contexts  *Perform songs, rhymes, poems and stories with others	*attempts to write short sentences in meaningful context.  *continues a rhyming string.  *write sentences which can be read by themselves and others.  *Invent, adapt and recoun narratives and stories with peers and teachers.  *Participate in small group class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary  * use new vocabulary in different contexts  *Perform songs, rhymes, poems and stories with others
EYFS SPaG	*hears and says the initial sound in words.  *links sounds to letters, naming and sounding the letters of the alphabet	*hears and says the initial sound in words.  *links sounds to letters, naming and sounding the letters of the alphabet.	*use some clearly identifiable letters, representing some sounds correctly and in sequence.	*use some clearly identifiable letters, representing some sounds correctly and in sequence.  *segment the sounds in simple words and blend them together.	*use their phonic knowledge to write words in which match their spoken sound. *write some irregular common words	*use their phonic knowledge to write words in which match their spoken sound. *write some irregular common words

	*articulate their ideas and	*articulate their ideas and	*segment the sounds in	*use their phonic	*spell some words	*spell some words
	thoughts in well-formed	thoughts in well-formed	simple words and blend	knowledge to write words	correctly and others are	correctly and others are
	sentences.	sentences.	them together.	in which match their	phonetically plausible.	phonetically plausible.
			*use their phonic	spoken sound.	*orally connect one idea or	*orally connect one idea of
			knowledge to write words	*orally connect one idea or	action using conjunctions	action using conjunctions
			in which match their	action using conjunctions	such as 'and' and 'because'	such as 'and' and 'because
			spoken sound.	such as 'and'	*punctuate a simple	*punctuate a simple
			*orally connect one idea	* begin to punctuate a	sentence that can be read	sentence that can be read
			or action using	simple sentence that can	by others and includes a	by others and includes a
			conjunctions such as 'and'	be read by others and	capital letter and full stop.	capital letter and full stop
				includes a capital letter	capital letter and full stop.	capital letter and full stop
			* begin to punctuate a	and full stop.		
			simple sentence that can	and ran stop.		
			be read by others and			
			includes a capital letter			
			and full stop.			
	In KS1 the No-No	nsense spelling so	cheme is followed	, details of which a	are provided sepai	rately.
Year 1	*spell many words	*spell many words	spell words containing	*use letter names to	*use letter names to	*use letter names to
SPaG	containing each of the 40+	containing each of the 40+	each of the 40+	distinguish between	distinguish between	distinguish between
0. 40	phonemes taught so far	phonemes taught so far	phonemes taught so far	alternative spellings of the	alternative spellings of the	alternative spellings of th
	*name the letters of the	*name the letters of the	*name the letters of the	same sound	same sound	same sound
	alphabet in order	alphabet in order	alphabet in order	*spell most common	*spell most common	*spell most common
	*spell some common	*spell the days of the week	*spell the days of the	exception words in the Y1	exception words in the Y1	exception words in the Y
	exception words in the Y1	*spell some common	week	spelling appendix	spelling appendix	spelling appendix
	spelling appendix	exception words in the Y1	*spell some common	*join words and clauses	*join words and clauses	*join words and clauses
	*use the suffixes –ing and -	spelling appendix	exception words in the Y1	using 'and'	using 'and'	using 'and'
	-ed where no change is	*begin to join words and	spelling appendix	*use the suffixes –ing, -ed -	*use the suffixes –ing, -ed -	*use the suffixes –ing, -e
	made to the root word	clauses using 'and'	*begin to join words and	er - est where no change is	er - est where no change is	er - est where no change
		*use the suffixes –ing, -ed	clauses using 'and'	made to the root word	made to the root word	made to the root word
	* begin to punctuate	where no change is made to	*use the suffixes –ing, -ed	*recognise and spell a set	*understand the rule for	*understand the rule for
	sentences using a capital	the root word	where no change is made	of simple compound words	adding -s or –es as the	adding -s or —es as the
	letter and a full stop or	*understand the rule for	to the root word	*understand the rule for	plural marker for nouns	plural marker for nouns
	question mark	adding -s or —es as the	*understand the rule for	adding -s or –es as the	and the third person	and the third person
	*use a capital letter for	plural marker for nouns	adding -s or —es as the	plural marker for nouns	singular marker for verbs	singular marker for verbs
	names of people and the		plural marker for nouns	and the third person		
	personal pronoun I	*begin to punctuate	* use the prefix un-	singular marker for verbs	*punctuate sentences	*punctuate sentences
		sentences using a capital		* use the prefix un-	using a capital letter and a	using a capital letter and
		letter and a full stop or	*begin to punctuate		full stop, question mark or	full stop, question mark o
		question mark	sentences using a capital	* punctuate sentences	exclamation mark	exclamation mark
			letter a full stop, question	using a capital letter and a		
		1	1	1	l .	I
			mark or exclamation mark	full stop, question mark or	*use a capital letter for	*use a capital letter for

		*use a capital letter for names of people and the personal pronoun I *join words and clauses using 'and'	*use a capital letter for names of people, days of the week and the personal pronoun I	*use a capital letter for names of people, places, days of the week and the personal pronoun I	days of the week and the personal pronoun I	days of the week and the personal pronoun I
Composition	*say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher. *re-read what they have written to check that it makes sense. *read their writing aloud.	*say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher. *re-read what they have written to check that it makes sense. *read their writing aloud.	*say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense. *read their writing aloud.	*compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher	*compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher	*compose a sentence orally before writing it *sequence sentences to form short narratives *discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense and make changes if not. *read their writing aloud, clearly enough to be heard by their peers and the teacher
Year 2 SPaG	*segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known. *distinguish between homophones and near homophones *spell common exception words  *use familiar punctuation correctly including: full stops, capital letters and question marks. *use sentences with different forms —	*segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known—learn some words with each spelling including common homophones *spell common exception words *spell some words with contracted forms *add suffixes to spell longer words including: ment, - ness, -ful, -less, -ly  *use familiar and some new punctuation correctly	*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly	*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including: full stops, capital	*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones *spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including – full stops,	*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including common homophones *distinguish between homophones and near homophones are spell common exception words *spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words including: ment, -ness, -ful, -less, -ly *use familiar and new punctuation correctly including – full stops,

	statement, question,	including: full stops, capital	*use familiar and new	letters, exclamation marks,	capital letters, exclamation	capital letters, exclamation
	exclamation, command	letters and question marks.	punctuation correctly	question marks, commas	marks, question marks,	marks, question marks,
	exercination, communic	*use sentences with	including: full stops,	for lists and apostrophes	commas for lists and	commas for lists and
	*use the present and past	different forms –	capital letters,	for omission and singular	apostrophes for omission	apostrophes for omission
	tenses correctly.	statement, question,	exclamation marks,	possession	and singular possession	and singular possession
	,	exclamation, command	question marks, commas			
	*use subordination (when/		for lists and apostrophes	*use sentences with	*use sentences with	*use sentences with
	because) and coordination	*use the present and past	for omission and singular	different forms –	different forms –	different forms –
	(or, and, but)	tenses correctly and	possession	statement, question,	statement, question,	statement, question,
	, , ,	consistently.	'	exclamation, command	exclamation, command	exclamation, command
		,	*use sentences with	,	,	,
	*Dogin to use expended	*use subordination (when/	different forms –	*use the present and past	*use the present and past	*use the present and past
	*Begin to use expanded	because) and coordination	statement, question,	tenses correctly and	tenses correctly and	tenses correctly and
	noun phrases to describe	(or, and, but)	exclamation, command	consistently including the	consistently including the	consistently including the
	and specify		,	progressive form	progressive form	progressive form
		*Begin to use expanded	*use the present and			
		noun phrases to describe	past tenses correctly and	*use subordination (when,	*use subordination (when,	*use subordination (when,
		·	consistently including the	if, that, because) and	if, that, because) and	if, that, because) and
		and specify	progressive form	coordination (or, and, but)	coordination (or, and, but)	coordination (or ,and, but)
			*use subordination	*Use suffixes to form new	*Use suffixes to form new	*Use suffixes to form new
			(when, if, that, because)	words (-ful, -er. –ness)	words (-ful, -er. –ness)	words (-ful, -er. –ness)
			and coordination (o, and,	*Use expanded noun	*Use expanded noun	*Use expanded noun
			but)	'		· ·
			*Begin to use suffixes to	phrases to describe and	phrases to describe and	phrases to describe and
			form new words (-ful, -er.	specify	specify	specify
			-ness)			
			,			
			*Use expanded noun			
			phrases to describe and			
			specify			
Composition	*write narratives about	*write narratives about	*write narratives about	*write narratives about	*write narratives about	*write narratives about
•	personal experiences and	personal experiences and	personal experiences and	personal experiences and	personal experiences and	personal experiences and
	those of others (real and	those of others (real and	those of others (real and	those of others (real and	those of others (real and	those of others (real and
	fictional)	fictional)	fictional)	fictional)	fictional)	fictional)
	*write about real events	*write about real events	*write about real events	*write about real events	*write about real events	*write about real events
		*write poetry	*write poetry	*write poetry	*write poetry	*write poetry
	*write poetry		' '		' '	1 ' '
	*write for different	*write for different	*write for different	*write for different	*write for different	*write for different
	purposes	purposes	purposes	purposes	purposes	purposes
	*plan or say out loud what	*plan or say out loud what	*plan or say out loud	*plan or say out loud what	*plan or say out loud what	*plan or say out loud what
	they are going to write	they are going to write	what they are going to	they are going to write	they are going to write	they are going to write
	about	about	write about	about	about	about
	*evaluate their writing with					
	the teacher and other					
	pupils				1	1

	*write down ideas and/or	*write down ideas and/or	*encapsulate what they	*encapsulate what they	*encapsulate what they
*read aloud what they	key words including new	key words including new	want to say, sentence by	want to say, sentence by	want to say, sentence by
have written with	vocabulary	vocabulary	sentence	sentence	sentence
appropriate intonation to					
make the meaning clear	*evaluate their writing with the teacher and other pupils *read aloud what they have written with appropriate intonation to make the meaning clear	*evaluate their writing with the teacher and other pupils  *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently — including verbs in the continuous form  *proof-read to check for errors in spelling, grammar and punctuation	*evaluate their writing with the teacher and other pupils  *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form  *proof-read to check for errors in spelling, grammar and punctuation	*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form  *proof-read to check for errors in spelling, grammar and punctuation  *read aloud what they have written with appropriate intonation to	*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form  *proof-read to check for errors in spelling, grammar and punctuation  *read aloud what they have written with appropriate intonation to
		*read aloud what they have written with appropriate intonation to make the meaning clear	*read aloud what they have written with appropriate intonation to make the meaning clear	make the meaning clear	*share examples of writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar (Wagoll).
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In KS2 the No-N	lonsense spelling s	scheme is followe	d, details of which	are provided sep	arately.
Year 3 *embed use of apostrophe	*extend the range of	*begin to use a thesaurus	*begin to use a thesaurus	*use a range of sentence	*beginning to use
for a range of contractions and for singular nouns  *use dictionaries to aid checking of spelling  *use coordinating and	sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while,	with support  *identify and use a range of prepositions  *consolidate knowledge of word classes: noun,	with support  *extend the range of sentences with more than one clause by using a wider range of conjunctions	types which are usually grammatically accurate eg: commands, questions, statements *demarcate sentences	apostrophes for plural possession *demarcate sentences with increasing security including capital letters,
simple subordinating conjunctions to join clauses	before, so	adjective, verb, adverb	including: when, if,	with increasing security including capital letters,	full stops, question marks, exclamation marks;

	*use a or an according to whether the next word begins with a consonant or vowel *identify direct speech and begin to use inverted commas for direct speech	*know what a thesaurus is used for.  *use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play.	*identify direct speech and begin to use inverted commas for direct speech	because, although, after, while, before, so	full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *Understand what a preposition is and begin to use prepositional phrases	commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech *spell some words from the Y3/Y4 Statutory Word List
Composition	*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary	*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs broadly around a theme with some scaffolding *write in sequence *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary	*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *talk about and record initial ideas *organise paragraphs around a theme *evaluate own and others' writing — with direction *read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	*write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *organise paragraphs around a theme *describe characters, settings and/or plot adding some interesting details *evaluate own and others' writing – with direction	*write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *write in sequence *describe characters, settings and/or plot adding some interesting details *make changes to their own writing following a re- read	*write to suit purpose showing some features of the genre being taught *compose and rehearse sentences orally (inc dialogue) *Begin to structure paragraphs to contain more detail *describe characters, settings and/or plot adding some interesting details *make changes to their own writing following a re- read
Year 4 SPaG	*vary sentence openers – including using fronted adverbials *Use commas after fronted adverbials and within a list *use expanded noun phrases and adverbial	*vary sentence openers — including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences	*vary sentence openers – including using fronted adverbials *identify the correct determiner eg: a, an, these, those	*use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause	*use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause	*use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause

	phrases to expand	*use sentence demarcation	*use the appropriate	*use expanded noun	*identify the correct	*use a variety of
	sentences	with accuracy including	pronoun or noun within	phrases and adverbial	determiner eg: a, an,	coordinating and
	*identify the correct	capital letters, full stops,	and across sentences to	phrases to expand	these, those	subordinating conjunctions
	determiner eg: a, an, these,	question marks,	aid cohesion /avoid	sentences	*use apostrophes correctly	accurately
	those	exclamation marks	repetition	*use sentence	for both omission and	*use sequencing
	*use the appropriate	*use inverted commas	*use a variety of	demarcation with accuracy	possession	conjunctions
	pronoun or noun within	accurately for direct speech	coordinating and	including capital letters,	*use inverted commas	*use sentence
	and across sentences to aid	*use dictionaries	_			demarcation with accuracy
			subordinating	full stops, question marks,	accurately for direct	·
	cohesion /avoid repetition	independently to aid	conjunctions accurately	exclamation marks,	speech	including capital letters,
	*usually use the past or	checking of spelling using	*use sequencing	commas to separate items	*use dictionaries	full stops, question marks,
	present tense and 1st / 3rd	the first 2 or 3 letters of a	conjunctions	in lists and for fronted	independently to aid	exclamation marks,
	person consistently	word	*use apostrophes to mark	adverbials and use	checking of spelling using	commas to separate items
			singular and plural	apostrophes correctly for	the first 2 or 3 letters of a	in lists and for fronted
			possession	both omission and	word	adverbials and use
				possession		apostrophes correctly for
						both omission and
						possession
						*spell the majority of the
						words from the Y3/Y4
						Statutory word list
Composition	*discuss writing similar to	*discuss writing similar to	*discuss writing similar to	*write to suit purpose and	*write to suit purpose and	*write to suit purpose and
•	that which they are	that which they are	that which they are	with a growing awareness	with a growing awareness	with a growing awareness
	planning to write in order	planning to write in order to	planning to write in order	of audience, using some	of audience, using some	of audience, using some
	to identify and explain the	identify and explain the	to identify and explain the	appropriate features	appropriate features	appropriate features
	purpose of its structure,	purpose of its structure,	purpose of its structure,	*discuss and develop initial	*discuss and develop initial	*discuss and develop initial
	vocabulary and grammar	vocabulary and grammar	vocabulary and grammar	ideas in order to plan	ideas in order to plan	ideas in order to plan
	*organise writing into	organise writing into	*describe characters,	before writing	before writing	before writing
	appropriate sections or	appropriate sections or	settings and plot with	*proof-read, edit and	*proof-read, edit and	*proof-read, edit and
	paragraphs – both for	paragraphs – both for	some appropriate	revise their own work	revise their own work	revise their own work
	fiction and non-fiction	fiction and non-fiction	interesting details	*read their own writing	*begin to use a thesaurus	*begin to use a thesaurus
	*appropriately use a range	*use dialogue [note:	*evaluate own and	aloud to a group or whole	to find widen vocabulary	to find widen vocabulary
	of presentational devices	balance between dialogue	others' writing making	class, using appropriate	*describe characters,	
	including use of title and	and narrative may be	suggestions for	intonation and controlling	settings and plot with	
	subheadings] *describe	uneven	improvements including	the tone and volume so	some appropriate	
	characters, settings and	*describe characters,	content, grammar and	that the meaning is clear	interesting details	
	plot with some appropriate	settings and plot with some	vocabulary	*begin to use a thesaurus	_	
	interesting details	appropriate interesting	*develop vocabulary	to find widen vocabulary		
	*evaluate own and others'	details	range to develop a wider	,		
	writing making suggestions	*evaluate own and others'	range of word choices for			
	for improvements including	writing making suggestions	adjectives, adverbs,			
	content, grammar and	for improvements including	conjunctions etc			
	vocabulary	[	<b>,</b>			
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Year 5 SPaG	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc  *identify and select a range of determiners (understand	content, grammar and vocabulary *develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc  *indicate degrees of possibility using modal	*appropriately use a range of presentational devices including use of title and subheadings  *usually maintain the correct tense	*usually maintain the correct tense	*usually maintain the correct tense	*usually maintain the correct tense
SPaG	articles as specific determiners an, the, a) *understand 'relative clause' begins with relative pronouns – who, which, where, when, whose *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes **Revisit statement, question, exclamation and command sentences and imperative verbs **	verbs *understand 'relative clause' begins with relative pronouns – who, which, where, when, whose *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*write a range of sentence structures which are grammatically accurate *demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*write a range of sentence structures which are grammatically accurate	*write a range of sentence structures which are grammatically accurate *indicate degrees of possibility using adverbs eg: perhaps, surely	*write a range of sentence structures which are grammatically accurate *identify and select a range of determiners (understand articles as specific determiners an, the, a) *spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list
Composition	*discuss the audience and purpose for a piece of writing  * with some support - select the appropriate form and use other similar writing as models for their own  *discuss and develop a variety of initial ideas in order to plan before writing – choosing the	*discuss the audience and purpose for a piece of writing  * with some support - select the appropriate form and use other similar writing as models for their own  *discuss and develop a variety of initial ideas in order to plan before writing — choosing the most appropriate ideas to develop	*discuss the audience and purpose for a piece of writing  * with some support - select the appropriate form and use other similar writing as models for their own  *discuss and develop a variety of initial ideas in order to plan before writing – choosing the	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making	*discuss the audience and purpose for a piece of writing *discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *evaluate own and others' writing: proof-read, edit and revise – making

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	most appropriate ideas to develop  *evaluate own and others' writing: proof-read, edit and revise — making changes which clarify descriptions and meaning  *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation  *when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed  *use dialogue to indicate character and event  *describe characters, setting and plot with growing precision  *use a thesaurus to expand vocabulary	*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation *use a thesaurus to expand vocabulary	most appropriate ideas to develop  *evaluate own and others' writing: proof- read, edit and revise — making changes which clarify descriptions and meaning  *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation  *use a range of presentational devices including use of title, subheadings and bullet points  *use dialogue to indicate character and event  *describe characters, setting and plot with growing precision  *use a thesaurus to expand vocabulary	changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation *perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear — beginning to show an awareness of audience *choose vocabulary and grammar to suit formal and informal writing — with guidance *use vocabulary which is becoming more precise	changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation *when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *choose vocabulary and grammar to suit formal and informal writing — with guidance *use vocabulary which is becoming more precise	changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *choose vocabulary and grammar to suit formal and informal writing — with guidance *use vocabulary which is becoming more precise
Year 6 SPaG	*use a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use a wide range of punctuation-dashes; colons and semi-colons to link 2 sentences; hyphens;	*use a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use modal verbs with precision to indicate degrees of possibility *use a wide range of punctuation including brackets and dashes; colons and semi-colons *understand and use active and passive voice (to show the flow of 'power')	*use a range of sentence structures using multi-clause sentences for effect.  *use a wide range of punctuation -commas for pauses; colons and semi-colons for lists.	*select a range of sentence structures using multi- clause sentences for effect. *use a wide range of punctuation-ellipsis for building suspense	*select a range of sentence structures using multiclause sentences for effect.  *use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis;  *whilst integrating dialogue to show characters and move action-ensure the conventions of speech punctuation are used accurately.	*select a range of sentence structures using multi-clause sentences for effect.  *use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis;  *whilst integrating dialogue to show characters and move action-ensure the conventions of speech punctuation are used accurately.

		*identify the subject and				*spell the majority of
		object				words from the statutory
						Y5/Y6 word list
						,
Composition	*confidently identify the	*confidently identify the	*confidently identify the	*confidently identify the	*confidently identify the	*confidently identify the
oopooo	audience and purpose for a	audience and purpose for a	audience and purpose for	audience and purpose for a	audience and purpose for a	audience and purpose for a
	piece of writing	piece of writing	a piece of writing	piece of writing	piece of writing	piece of writing
	*adapt form and style to	*adapt form and style to	*adapt form and style to	*adapt form and style to	*adapt form and style to	*adapt form and style to
	suit the audience / purpose	suit the audience / purpose	suit the audience /	suit the audience / purpose	suit the audience / purpose	suit the audience / purpose
	and draw appropriate	and draw appropriate	purpose and draw	and draw appropriate	and draw appropriate	and draw appropriate
	features from models of	features from models of	appropriate features from	features from models of	features from models of	features from models of
	similar writing	similar writing	models of similar writing	similar writing	similar writing	similar writing
	*use discussion effectively	*use discussion effectively	*use discussion	*use discussion effectively	*use discussion effectively	*use discussion effectively
	to develop ideas and	to develop ideas and	effectively to develop	to develop ideas and	to develop ideas and	to develop ideas and
	language before and during	language before and during	ideas and language before	language before and	language before and	language before and
	writing	writing	and during writing	during writing	during writing	during writing
	*use a range of	*confidently use a	*use a range of	*describe characters,	*when writing narratives,	*integrate dialogue to
	presentational devices	thesaurus to find precise	presentational devices	settings and atmosphere	consider ways in which	convey and contrast
	which clearly guide the	word choices and further	which clearly guide the	with some precision	established authors have	characters and to advance
	reader eg: bullet points,	expand vocabulary	reader eg: bullet points,	*recognise and use the	developed characters and	the action
	tables, columns	*confidently perform their	tables, columns	subjunctive form of the	settings in books the	*use complex plot
	*identify synonyms and	own compositions using	*integrate dialogue to	verb when appropriate	children have read,	structures
	antonyms	appropriate intonation,	convey and contrast	*use vocabulary which is	listened to, seen	*proof-read to ensure
	*confidently use a	volume and movement so	characters and to advance	varied, interesting and	performed	correct subject and verb
	thesaurus to find precise	that the meaning is clear –	the action	precise	*integrate dialogue to	agreement when using
	word choices and further	showing a developed	*describe characters,	*proof-read to ensure	convey and contrast	singular and plural –
	expand vocabulary	awareness of audience	settings and atmosphere	correct subject and verb	characters and to advance	distinguishing between the
	*proof-read to ensure	*proof-read to ensure	with some precision	agreement when using	the action	language of speech and
	correct subject and verb	correct subject and verb	*confidently use a	singular and plural –	*use vocabulary which is	writing and choosing
	agreement when using	agreement when using	thesaurus to find precise	distinguishing between the	varied, interesting and	*evaluate own and others'
	singular and plural –	singular and plural –	word choices and further	language of speech and	precise	writing: proof-read, edit
	distinguishing between the	distinguishing between the	expand vocabulary	writing and choosing	*proof-read to ensure	and revise – making
	language of speech and	language of speech and	*confidently perform	*evaluate own and others'	correct subject and verb	assured changes to
	writing and choosing	writing and choosing	their own compositions	writing: proof-read, edit	agreement when using	enhance effects and clarify
	*evaluate own and others'	*evaluate own and others'	using appropriate	and revise – making	singular and plural –	meaning
	writing: proof-read, edit	writing: proof-read, edit	intonation, volume and	assured changes to	distinguishing between the	
	and revise – making	and revise – making assured	movement so that the	enhance effects and clarify	language of speech and	
	assured changes to	changes to enhance effects	meaning is clear –showing	meaning	writing and choosing	
	enhance effects and clarify	and clarify meaning	a developed awareness of	*write an accurate précis	*evaluate own and others'	
	meaning	*organise and shape	audience	*use a range of devices to	writing: proof-read, edit	
	*organise and shape	paragraphs effectively –	*proof-read to ensure	link ideas within and across	and revise – making	
	paragraphs effectively –	develop and expand some	correct subject and verb	paragraphs eg: precise	assured changes to	

develop and expand some	ideas in depth, adding detail	agreement when using	adverbials, deliberate	enhance effects and clarify
ideas in depth, adding	within each paragraph	singular and plural –	repetition, sustained tense	meaning
detail within each		distinguishing between	*maintain correct tense	*use a range of devices to
paragraph		the language of speech	and control perfect form of	link ideas within and across
		and writing and choosing	verbs eg: He has collected	paragraphs eg: precise
		*evaluate own and	some shells.	adverbials, deliberate
		others' writing: proof-		repetition, sustained tense
		read, edit and revise –		
		making assured changes		
		to enhance effects and		
		clarify meaning		
		*use a range of devices to		
		link ideas within and		
		across paragraphs eg:		
		precise adverbials,		
		deliberate repetition,		
		sustained tense		
	ideas in depth, adding detail within each	ideas in depth, adding within each paragraph detail within each	ideas in depth, adding detail within each paragraph  within each paragraph  singular and plural — distinguishing between the language of speech and writing and choosing *evaluate own and others' writing: proofread, edit and revise — making assured changes to enhance effects and clarify meaning *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition,	ideas in depth, adding detail within each paragraph  within each paragraph  detail within each paragraph  below and writing and choosing and others' writing: proof-read, edit and revise — making assured changes to enhance effects and clarify meaning across paragraphs eg: precise adverbials, deliberate repetition,  within each paragraph  singular and plural — distinguishing between the language of speech and control perfect form of verbs eg: He has collected some shells.  repetition, sustained tense *maintain correct tense and control perfect form of verbs eg: He has collected some shells.