SHOBNALL PRIMARY SCHOOL

ENGLISH PROGRAMME OF STUDY

WRITING

LONG TERM OVERVIEW FOR WRITING

Year 1	Autumn Term	Spring Term	Summer Term
Topic	**LAND OF HOPE AND GLORY**	**TO INFINITY AND BEYOND!**	**WHERE THE WILD THINGS ARE**
Milestones	Some attempts to write a sequence of events. Repeated sentence patterns may result in a "list" of sentences. Attempts to use the structures from familiar stories. Mediation unnecessary to understand meaning. Sentences are rehearsed orally before writing. Some evidence of basic sequences. Sentence structures are basic and not always accurate. Similar sentence patterns may be repeated. Some key narrative language may be used following oral rehearsal. Writing tends to draw on spoken language. Compound sentences are used to join ideas with the conjunction 'and'. Spaces between words are mostly used. Capital letters and full stops are sometimes used to demarcate sentences. The personal pronoun I may not always be capitalised. Checks writing makes sense through discussion with an adult or peer. Changes made with adult support. Most words with already taught phonemes are spelled accurately. Most common exception words from the Year 1 curriculum are spelled accurately. Most letters are formed and oriented correctly.	Meaningful sequences of sentences are written. In narrative writing, structures from familiar stories are evident. In non-narrative writing, events are recounted in sequence. In non-narrative recounts, events are related with some detail and may also include a personal comment. Sentences are rehearsed orally before writing. Writing structured appropriately whether narrative or recount. Sentence structure is mainly accurate. The use of other conjunctions may be attempted. Word choices are relevant to the context and word banks are used to support this. Some use of adjectives to add detail may be evident. Words are appropriately spaced. Capital letters and full stops are mostly used correctly to demarcate sentences. Some use of other end marks – exclamation and question marks – may be evident. Capital letters for the pronoun I and for identified proper nouns are used consistently. Checks writing makes sense by reading aloud sometimes with prompting. Changes made following discussion or marking. Most words with already taught phonemes and the common exception words in the Year 1 curriculum are spelled accurately. Spelling rules and patterns from Year 1 are being used with increasing accuracy.	In narrative writing, structures and language from familiar stories are used effectively and accurately. Writing may begin show a voice. Sentences are rehearsed orally before writing. Writing demonstrates a growing understanding of different text types dependent on their classroom experiences. Sentence structure is consistently accurate. Simple and compound sentences are used appropriately. Some use of complex sentences may be evident. Words are carefully chosen and vocabulary from word banks and from stories are included. Some use of well-chosen adjectives to add detail. Sentences are demarcated consistently with capital letters, full stops and exclamation and question marks as appropriate. Capital letters for pronoun I and for proper nouns are used consistently. Checks writing makes sense independently. Changes made following re-reading and reflection. Uses taught spelling rules and patterns independently and accurately. Letters are correctly formed and oriented and start and finish correctly.

LONG TERM OVERVIEW FOR WRITING

KEY: COMPOSITION & EFFECT STRUCTURE & ORGANISATION GRAMMAR, SENTENCE STRUCTURE & VOCABULARY PUNCTUATION DRAFTING, EDITING & PROOF READING SPELLING & HANDWRITING

		Letters are correctly formed and oriented and start and finish correctly.	
Writing Genres Throughout The Year	Stories with familiar settings Stories from other cultures Stories with patterned and predictable language Stories set in fantasy worlds Traditional tales Fairy tales	Instructions Labels, lists and captions Information texts Dictionaries Recounts Fact Vs Fiction	Pattern and Rhyme Poems on a theme

LONG TERM OVERVIEW FOR WRITING

KEY: **COMPOSITION & EFFECT** **STRUCTURE & ORGANISATION** **GRAMMAR, SENTENCE STRUCTURE & VOCABULARY** **PUNCTUATION** **DRAFTING, EDITING & PROOF READING**
SPELLING & HANDWRITING

Year 2	Autumn Term	Spring Term	Summer Term
Topic	**FIRE, FIRE!**	**I HAVE A DREAM**	**GADGETS AND GIZMOS**
Milestones	Writes simple narratives which have an opening, a middle and an end. Endings are often very brief and may not relate effectively to the rest of the text. Some of the features of non-narrative writing are used and demonstrate growing understanding of the difference between narrative and non-narrative writing. Ideas are developed in a sequence of sentences. Simple organisation reflects the purpose of the writing. Some sentences are extended by both subordinating and co-ordinating conjunctions. Some different sentence types are beginning to be used for different purposes. For example, command, question etc. The appropriate tense for the purpose of the text is mostly used. Expanded noun phrases, mostly by adjectives, add detail to writing. Vocabulary choices may not always be appropriate or effective. Sentences are usually demarcated by capital letters and full stops. Capital letters for names and personal pronoun I are used consistently and independently. Beginning to use question marks and exclamation marks, realising their effect on the reader. Some use of commas to separate items in a list. Some attempt at use of apostrophe for contraction and singular possession.	In narrative writing, there is a clear sequence of events in chronological order. Language patterns from familiar stories may be incorporated effectively into narrative. In non-narrative, the features of the chosen text types and appropriate sentence patterns and word choices are evident and content is sequenced effectively. Texts are organised according to their purpose. Texts are structured in sections. A variety of correctly structured sentence structures is used. Co-ordination and subordination are used confidently to extend ideas and add detail and information. The grammatical patterns of sentence types are used accurately and the sentences used purposefully. The appropriate tense for the purpose is used consistently, including the use of the progressive forms. Adverbs/adverbials are used to help sequence events and information. Adjectives, adverbs and expanded noun phrases are used to add detail and specify. Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. Capital letters and full stops are mostly used to demarcate sentences. Question marks and exclamation marks are used accurately.	Narrative writing is undertaken independently. Narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better rounded ending which will relate to events in the text. Non- narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence. Consistent attempts to engage the reader. Able to sustain the writing of longer texts, showing increasing stamina. The appropriate format is selected to support the organisation of the content. Some attempts to make links between sections. Confident and consistent use of simple, compound and complex sentences. Confident and consistent use of a widening variety of conjunctions to add information, expand ideas. Confident and consistent use of different sentence types appropriate for writer's purpose and to add impact. Confident and consistent use of past and present tense, including the progressive forms. Word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately. Detail is added with the use of expanded noun phrases using adjectives, prepositional phrases and sometimes similes.

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	Writing is re-read for editing and proof reading when prompted. Changes to improve writing are made with prompting and adult support. Most common exception words spelled accurately. Some evidence that the spelling rules and patterns from Year 2 are beginning to be used correctly. Lower case and capital letters are formed and oriented mostly correctly.	Capital letters are used for the personal pronoun I and for most proper nouns. Commas are used accurately to separate items in a list. Apostrophes are used to mark contractions. Apostrophes for singular possession are sometimes used correctly. Writing is re-read to check for meaning. Changes are made to improve the effect and impact sometimes independently and sometimes in discussion with an adult. Writing is proof read for accuracy with some guidance. Most common exception words spelled accurately. Spelling rules and patterns from Year 2 are being used with increasing accuracy. Capital letters and lower case letters are correctly sized and oriented. Diagonal and horizontal strokes needed to join letters are used in some writing. Upper and lower case letters are not mixed within words.	Adverbials are used to sequence writing and occasionally to show a change in setting. Confident and consistent use of capital letters and appropriate end marks to demarcate sentences. Confident and consistent use of capital letters for the personal pronoun I and for proper nouns. Confident and consistent use of commas are used to separate items in a list. Confident and consistent use of apostrophes to mark contractions. Confident and consistent use of apostrophes for singular possession. Writing is re-read and its effectiveness evaluated independently. Changes are made to improve the impact. Proof reading is careful and inaccuracies corrected mostly independently. Common exception words spelled accurately. Spelling rules and patterns from Year 2 are applied accurately with spelling strategies used to attempt more ambitious words. Capital letters and lower case letters are correctly sized and oriented and most letters are joined.
Writing Genres Throughout The Year	Stories with familiar settings Traditional stories Different stories by the same author Extended stories by significant authors	Instructions (with diagrams) Explanation texts Information texts Non-chronological reports	Nonsense poems Shape poems

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Year 3	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Milestones	Purpose and audience is made clear with the opening. Purpose and audience may not be sustained through the complete text. Ending may be abrupt. Differences between narrative and non-narrative may not always be clear or sustained. Writing is structured into a sequence of events which are related to one another. Events may not always be well-paced. Narratives are organised into an opening, middle and end but may not be well balanced. Openings may be over-developed with too much detail of characters or the setting. Non-narrative uses the appropriate structure for the text type with an opening statement and an attempt at a closing sentence. Some attempts to group relevant material. Simple and compound sentences are mostly used accurately. Sentences with different functions are used appropriately and are mostly accurately punctuated. Attempts to use complex sentences may lack control and may be grammatically inaccurate. A range of conjunctions is used to form compound and complex sentences. Present and past tenses are mostly used appropriately and consistently with some use of the progressive forms. Word choices are considered and used to convey clear meaning or engage the reader.	Purpose and audience is clear and sustained through the text. In narrative writing, resolutions and endings ae developed. In non-narrative writing, endings are related to the content. Relevant detail is used to create a picture for the reader or to clarify information. Writing is structured appropriately for the context. In narrative writing, sections are organised to support meaning. Paragraphs may be used to signal a change in setting. In non-narrative writing, similar information is grouped into sections with some effective paragraphing. In non-narratives, simple suggested devices including headings and sub-headings guide the reader through the text. Simple and compound sentences are used accurately. Complex sentences are used to convey more than one idea or piece of information or to explain or give reasons. Sentence openings are varied. Models from reading are evident. Conjunctions, adverbs and prepositions are used to sequence and to express place and cause. Present and past tense are used appropriately and consistently with use of progressive forms. Word choices are adventurous and carefully selected to add detail and to engage the reader.	Purpose and audience are established and sustained throughout the text. Some evidence of the writer's viewpoint. Writing is structured appropriately for the context, purpose and audience. Different structures may be chosen independently to support the purpose and engage the reader. Ideas and material are confidently grouped together to form paragraphs showing more confidence in grouping. In non-narratives, simple devices including headings and sub-headings are selected independently to guide the reader. Simple, compound and complex sentences are used accurately and confidently to add flow to writing. Some evidence of multi-clause sentences although these may not be well controlled. Sentence openings are varied and chosen effectively. Conjunctions, adverbs and prepositions are used to sequence and to express place and cause confidently. First and third person and tenses are used consistently and accurately. Vocabulary is chosen deliberately to create effects, including the accurate use of technical or specific words. Added detail is carefully used to build a picture for the reader with effective use of adverbials. Punctuation already taught is used accurately and independently.

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	Detail is used to create an effect mostly with noun phrases mostly expanded by adjectives and adverbials. Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences. Capital letters are used mostly accurately for proper nouns. Apostrophes for common contractions are mostly correct. Apostrophes for possession are used but not always accurately. Some use of inverted commas to punctuate direct speech although this may not always be accurate. Planning supports and scaffolds are used to draft and re-draft writing. Writing is proof read to check for inaccuracies in spelling, grammar and punctuation. Improvements and changes are made to writing with support or explicit suggestion. Common exception words are spelled accurately. Some evidence that the spelling rules and patterns from Year 3/4 are being used accurately. Diagonal and horizontal strokes are used to join letters as appropriate.	Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. Punctuation to mark ends of sentences is mostly accurate. Capital letters used accurately for proper nouns. Apostrophes for contractions are used correctly. Apostrophes for possession are used with increasing accuracy including plural possession. Inverted commas are mostly used to punctuate direct speech. Commas used sometimes to mark clauses and phrases. First drafts draw on ideas and models. Writing is proof read to check for inaccuracies in spelling, grammar and punctuation with developing precision. Improvements and changes are made following discussion or marking. Spelling rules and patterns from Year 3/4 are being used with increasing accuracy. Diagonal and horizontal strokes are used to join letters as appropriate.	Commas often used to mark phrases and clauses. Planning is undertaken independently. Writing is proof read to check for inaccuracies in spelling, grammar and punctuation with consistency. Improvements and changes are made following discussion and refection with growing confidence. Spelling rules and patterns from Year 3/4 are being used accurately including exceptions to rules. Diagonal and horizontal strokes are used to join letters as appropriate.
Writing Genres Throughout The Year	Stories with familiar settings Myths and legends Adventure and mystery Playscripts	Non-chronological reports Instructions Letters Information texts Book reviews	Language play Performance poetry Calligrams

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Year 4	Autumn Term	Spring Term	Summer Term
Topic	**THE EMPIRE STRIKES BACK!**	**GAME OF THRONES**	**ANY DREAM WILL DO**
Milestones	In narratives, evidence of a more structured sequence of events with more developed characters. Narrative openings are less focused on character or setting description. Non-narrative writing is clear and informative and the difference between narrative and non-narrative writing is evident. Narrative writing has an evident beginning, middle and end. Paragraphs are beginning to be used to organise material or ideas. Non-narrative writing structures are mostly appropriate for the audience and purpose. In non-narrative writing, an opening statement, ordered sections and a closing sentence are evident. Simple, compound and complex sentences are used mostly accurately. Increasing range of conjunctions used to extend sentences for different purposes. Some use of fronted adverbials which adds to the variety of sentence openers. Tense is selected and sustained throughout text. Detail added with noun phases expanded before and after the noun with adjectives and prepositional phrases. Pronouns sometimes used correctly to avoid repetition.	Narratives include a clear plot, detailed settings and characters. Characters are developed through show and not tell techniques. Endings are developed and close the narrative appropriately relating to the beginning or a change in a character. Non-narrative has a clear purpose and provides the reader with relevant information. Narrative writing is organised into clear sequences with more than a basic beginning, middle and end. Paragraphs are used to signal a change of event, time or place. In non-narrative texts paragraphs have a topic sentence which introduces the content of the paragraph. Structure of the selected non- narrative text type is sustained throughout the text. Simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas. Fronted adverbials of place, time and manner are used effectively. Sentences are often opened in different ways to create effects. Pronouns are used to avoid repetition and may also support cohesion across the text. Detail is added with noun phrases which are expanded before and after the noun with	Narratives are well developed and well-paced. Characters are developed through show and not tell techniques, using their actions, speech and reactions. Non-narrative texts inform the reader effectively, giving sufficient relevant background information. Narrative structure is well developed and well-paced. Paragraphs are well-structured aid cohesion and guide the reader through the text. Range of sentences types is used confidently and appropriately according to the text type, purpose and audience. Sentences are mostly well-structured and include the more controlled use of multi-clause sentences. Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials. Pronouns are used to avoid repetition and to support cohesion across the text. Carefully thought-out detail is added with noun phrases which are expanded before and after the noun with adjectives, prepositional phrases, adverbial phrases. Details add interest, create effects, engage the reader. Verbs are chosen to describe or to show and not tell.

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	Words, including specific, technical vocabulary, are sometimes chosen with the reader in mind to create effect and sustain interest. Verbs are also sometimes used to describe and show and not tell. Adjectives are sometimes modified for emphasis. Most sentences are demarcated correctly. Some use of commas for fronted adverbials. Inverted commas are used to indicate beginning and end of direct speech. First drafts draw on scaffolds and prompts provided. Attempts to re-draft and edit writing to make improvements. May need support to make effective improvements. With a specific check list, proof-reads independently and makes appropriate changes. The spelling rules and patterns from Year 3/4 are being used with some accuracy. Diagonal and horizontal strokes are used to join letters as appropriate.	adjectives, prepositional phrases, adverbial phrases. Details mostly add interest, create effects, engage the reader. Verbs are often chosen to describe or to show and not tell. Words are mostly selected deliberately and carefully, including specific and technical vocabulary. All sentences are correctly demarcated. Commas are mostly used for fronted adverbials. Inverted commas and punctuation within them are used correctly. Comma for the reporting clause is mostly used correctly. Drafting, re-drafting and editing process is used independently to make improvements to writing. Process is focused on impact and effect. Writing is proof read independently for accuracy and amendments made. The spelling rules and patterns from Year 3/4 are being used accurately with some exception words also spelled correctly. Diagonal and horizontal strokes are used to join letters as appropriate Developing fluent, joined handwriting.	Words are mostly selected deliberately and carefully, including specific and technical vocabulary. Commas consistently used for fronted adverbials. Inverted commas, punctuation within them and comma for the reporting clause are used accurately. Drafting, re-drafting and editing process is used independently to make improvements to writing following evaluation of impact. Process is focused on impact and effect. Writing is proof read independently for accuracy and amendments made. The spelling rules and patterns from Year 3/4 are being used accurately including confident application of these. Diagonal and horizontal strokes are used to join letters as appropriate Developing fluent, joined handwriting
Writing Genres Throughout The Year	Stories with historical settings Stories which raises issues or dilemmas Stories set in imaginary worlds Stories from other cultures Playscripts	Newspaper reports Adverts Explanation texts Information texts Diaries	Exploring form Modern poetry Classic poetry

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Year 5	Autumn Term	Spring Term	Summer Term
Topic	**OFF WITH THEIR HEADS!**	**EXPELLIARMUS!**	**THE HOUSE OF WISDOM**
Milestones	Writing for a range of purposes and audiences is evident. May be attempts to directly address the reader. In narrative writing, events are usually well paced and logically related. Characters are developed with action and description. Setting descriptions are used to create atmosphere. Characters are sometimes used to move events forward. In non-narrative writing, content is developed. Writer's, narrator's or character's viewpoint is established and usually sustained. Models from reading are often used to support composition. Writing is organised appropriately for the purpose and the audience. The chosen structure is sustained. Paragraphs are used to signal changes in time, setting, event or information. Shifts in time, and place may not be well-managed. Paragraphs often open with fronted adverbials. Attempts made to link paragraphs which may not always provide a smooth transition. In non-narrative writing, topic sentences mostly introduce the content of the new paragraph.	Writing for a range of audiences is evident and the purpose made clear – to inform, entertain, persuade etc. Reader often directly addressed. In narrative writing, the plot is well-developed, paced and sequenced. Characters are developed with description, dialogue and actions and they may be used to move events forward. Settings are used to not only create atmosphere, but also to indicate a change. In non-narrative writing, content is well-developed and logically linked. Writer's, narrator's or character's viewpoint is consistent and controlled throughout the text. Models from reading may be used or integrated into writing. Structure and organisation of text selected according to the audience and purpose and sustained. Narrative writing is well developed, using paragraphs to mark changes of time, setting or event. Shifts in time and place are managed effectively and guide the reader through the text. Topic sentences are used to establish the main idea of the paragraph.	Writing for a range of audiences is evident and the purpose made clear – to inform, entertain, persuade etc. These may be manipulated to create impact and to engage the reader. Reader often directly addressed In narrative writing, the plot is well-developed, paced and sequenced. Dialogue between characters develops reader understanding of characters. Settings are used to not only create atmosphere, but also to indicate a changes in atmosphere or mood. In non-narrative writing, content is well-developed and logically linked and the writer's viewpoint is evident. Viewpoint is usually well controlled and convincing and may be the writer's, narrator's or a character's. Models from reading may be manipulated or inserted into writing for specific reasons. Structure and organisation of text selected according to the audience and purpose. This may be deliberately manipulated for effect. Writing shows deliberate adaptation of the features of the chosen structure for the purpose or audience for the writing. Paragraphs are well-controlled and shape the text, guiding the reader effectively through shifts

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SPELLING & HANDWRITING

In non-narrative, appropriate organisational devices are used to support the text structure. Simple, compound and complex sentences used to extend meaning and add variety and interest as appropriate. Sentences used may not be well-controlled especially multi-clause sentences. Some appropriate use of relative clauses. Direct and reported speech mostly used correctly. Modal verbs used to indicate certainty or possibility. Adverbials and expanded noun phrases and well-hosen verbs used to add detail and information. Word choices are often adventurous and thoughtful and used with increasing precision. All sentences are demarcated correctly. Commas mostly used to separate clauses and phrases. Attempts to use commas to avoid ambiguity. Inverted commas and other punctuation to indicate direct speech mostly used accurately. Colon may be used to introduce a list. First drafts draw on scaffolds and prompts provided. Attempts to re-draft and edit writing to make improvements. May need support to make effective improvements. With a specific check list, proof-reads independently and makes appropriate changes. The spelling rules and patterns from Year 5/6 are being used with some accuracy. Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. Fluent legible style developing.	Fronted adverbials often used to link ideas across paragraphs. Within paragraphs, ideas are developed and linked. In non-narrative, appropriate organisational devices are used. Simple, compound and complex sentences used to extend meaning and add variety and interest as appropriate and for the purpose and audience of the writing. Expanded phrases and clauses are used to add information or detail. Direct and reported speech used correctly. Relative clauses used to add information. Modal verbs used to indicate certainty or possibility and to position an argument. May use adverbs to indicate degrees of possibility. Word choices are selected for deliberate effect and used with thoughtfulness and precision. All sentences are demarcated correctly. Commas used to separate clauses and phrases and clarify meaning. Commas sometimes used to avoid ambiguity. Colon used to introduce a list. Inverted commas and other punctuation to indicate direct speech used accurately. Some use of brackets, dashes or commas to indicate parenthesis. Drafting, re-drafting and editing process is used independently to make improvements to writing. Process is focused on impact and effect. Writing is proof read independently for accuracy and amendments made. The spelling rules and patterns from Year 5/6 are being used accurately with some exception words also spelled correctly.	in time and place and changes of events or information. Topic sentences are used to introduce the main idea of the paragraph as well as establish links across paragraphs. Within paragraphs, ideas are developed and well sequenced. A range of layout conventions and presentational devices are used. Simple, compound and complex sentences used to extend meaning and add variety and interest as appropriate and for the purpose and audience of the writing as well as to impact on the reader. Expanded phrases and clauses are used to add information or detail appropriate to the purpose and audience, including relative clauses. Direct and reported speech used accurately and effectively. Words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood. Commas used accurately to clarify meaning and avoid ambiguity. May use colon or semi-colon to link separate clauses. Brackets, dashes or commas used to indicate parenthesis. Drafting, re-drafting and editing process is used independently to make improvements to writing following evaluation of impact. Process is focused on impact and effect. Writing is proof read independently for accuracy and amendments made. The spelling rules and patterns from Year 5/6 are being used accurately including confident application of these. Fluent legible style developing.

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SPELLING & HANDWRITING

		Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters. Fluent legible style developing.	
Writing Genres Throughout The Year	Significant children's authors Diaries Myths and legends Stories from other cultures Play scripts Classic fiction	Instructions Persuasive writing Reports Biography and autobiography Film reviews	Choral poetry Narrative poetry Performance poetry

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Year 6	Autumn Term	Spring Term	Summer Term
Topic	**VICTORY IS OURS!**	**GREAT EXPECTATIONS**	**TROY STORY**
Milestones	Can write a range of texts for different purposes and different audiences. The features of the chosen text type are used appropriately for the purpose and the identified audience. In narrative writing, effective settings, characters, atmosphere and plots are created. In narrative writing, dialogue is used to show character and to move events forward although there may be some over-use. In non–narrative writing, an appropriate style and vocabulary is used to maintain the reader's interest. Narrative techniques such as flashbacks and shifts in time are used to maintain the reader's interest. Appropriate choices are sometimes made between informal and formal language dependent on the purpose and audience of the text. The text has a recognisable viewpoint or voice which may not always be sustained throughout.	Can write a range of effective texts for different purposes and different audiences. Text types are well-chosen and used appropriately for the purpose and the identified audience. In narrative writing, descriptions of settings, characters and atmosphere are used appropriately. Dialogue is used successfully to convey character and move events forward in combination with action and description. In non–narrative writing, an appropriate style and vocabulary is used dependent on the text type and is used successfully to entertain, inform or persuade. Appropriate choices are mostly made between informal and formal language dependent on the purpose and audience of the text. Viewpoint is well controlled and convincing. Texts have a clear voice which is sustained.	Writing has clear voice which is evident across all texts. A range of writing for different purposes and audiences. The features and conventions of a text type may be used unconventionally or manipulated to create specific effects. Shifts in time are well-managed and add to the effectiveness and impact of the writing. Paragraphing is precise and used to structure texts. Paragraphs are used to develop and expand ideas or points of view, themes and events in depth. A varied range of cohesive devices is used across and within paragraphs. They may vary in length according to the writer's purpose. Sentences containing more than one clause are used to elaborate and to convey complicated information concisely. Precise vocabulary and grammatical choices including the deliberate use of the passive voice

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Conclusions may attempt to relate subject to reader or make direct appeal to reader. However, endings may be the weakest element of the whole text.	Openings are varied and appropriate for the purpose of the text. They engage, and at times, may directly address the reader	to affect the presentation of information in both formal and informal situations and the subjunctive mood as appropriate.

Conclusions may attempt to relate subject to reader or make direct appeal to reader. However, endings may be the weakest element of the whole text.
Paragraphs are used to organise ideas.
Ideas are developed and elaborated on within paragraphs.
Fronted adverbials are used to link ideas between paragraphs and sometimes within paragraphs.
Pronouns are also sometimes used to support cohesion in and between paragraphs.
Dialogue, action and description are used appropriately. However, this may be unbalanced with over emphasis of one element.
Appropriate organisational and presentational devices are used to structure text dependent on the purpose and audience.
A variety of simple, compound and complex sentences is used and mostly controlled to create impact and effect.
The use of complex sentences is mostly secure with some variation of the position of the clause, included embedding clauses.
Attempts to construct more ambitious, multi-clause sentences may not always be controlled and result in lack of clarity.
Range of verbs forms is used mostly accurately. This may include attempts, which are only successful sometimes, to use modality to position an argument and the passive voice to shift focus.
Grammatical structures used do not always reflect the level of formality required for the purpose and audience of the text.
Noun phrases are expanded by adjectives, prepositional phrases and adverbials to add detail to sentences. This detail may sometimes lack purpose and precision.

Openings are varied and appropriate for the purpose of the text. They engage, and at times, may directly address the reader
Closings are well thought out and conclude texts effectively. They may, for example, make direct comment on the content, pose a question or make a direct link to the introduction.
The selected structure is carefully controlled throughout the text which maintains and emphasises its context and purpose.
Paragraphs with clear topic sentences are used to guide the reader so that texts are well-shaped and follow a clear and coherent sequence.
Paragraphs are developed and expand ideas, information, opinions, descriptions, themes and events in depth with relevant detail.
A range of cohesive devices is used to link ideas within and across paragraphs. For example, repetition of words, phrases or sentences, adverbials, including conjunctive adverbs, generalisers and verb tenses or forms.
Elements of dialogue, action and description are interwoven appropriately to support text structure, move events forward and maintain the reader's interest.
Appropriate organisational and presentational devices are used to structure text dependent on the purpose and audience.
Variety of simple, compound and complex sentences is used with control to indicate levels of informality and formality and to create particular effects.
Positioning and manipulation of clauses in complex and multi-clause sentences is varied to shift emphasis or focus for effect and impact.
Relative clauses, which draw on a range of relative pronouns and adverbs, are used to clarify information and to add detail

to affect the presentation of information in both formal and informal situations and the subjunctive mood as appropriate.
Varied, precise, appropriate and often ambitious vocabulary is used.
A range of literary features add to the impact of the text. For example, repetition, short sentences, figurative language.
Shifts between levels of formality are well-managed through selecting vocabulary precisely and by manipulating grammatical structures.
Verb forms are chosen for meaning and effect.
The complete range of punctuation is used mostly correctly, including: semi-colons to mark the boundary between independent clauses, colons to mark the boundary between independent clauses.
The use of the comma is secure.
The drafting process is used efficiently and second drafts or edited work show carefully considered changes or amendments to enhance meaning, create impact or aid precision.
Writing is evaluated as a matter of course.
Proof reading ensures a high level of accuracy.
Spelling is mainly accurate with only occasional errors in more ambitious vocabulary.
Legible, fluent handwriting is mostly maintained with a personal style evident.

LONG TERM OVERVIEW FOR WRITING

	Adverbials, including conjunctive adverbs are used as cohesive devices. These may be basic, repeated or used inappropriately at times. Vocabulary choices are often imaginative. Technical vocabulary is usually used appropriately. Some vocabulary choices may not reflect the level of formality required for the purpose and audience of the writing. Used mostly accurately: capital letters, full stops, question marks, exclamation marks, commas for lists, commas for fronted adverbials, apostrophes for contractions, inverted commas. Attempts to use other forms of punctuation which may not be accurate: dash, comma to demarcate clauses, including in dialogue, colon, semi-colon. Use of commas insecure and may be used incorrectly in place of full stops. Evidence of changes made independently when re-drafting or editing. Changes may sometimes lack careful thought and may not add to the effectiveness of the writing. Evidence of application of feedback from peers or adults. Independent proof reading may lack precision. Proof reading is effective and accuracy is checked only when guided or directed to particular areas. Most words spelled correctly from Year 3 and 4 list. Some words spelled correctly from Year 5 and 6 list. Common exception words spelled correctly. Spelling rules and patterns from Years 1, 2, 3 and 4 mostly applied correctly. Spelling rules and patterns from Years 5 and 6 sometimes applied correctly. Handwriting is legible and mostly joined.	Tense is chosen to support the cohesion of the text. Range of verbs forms are used accurately and to create more subtle meanings. Modal verbs and adverbs are used to position an argument as well as to indicate degrees of possibility, probability and certainty. Passive voice is used to affect the focus or presentation of information in a sentence. Subjunctive mood may be used in very formal contexts. Expanded noun phrases are used to be specific and add effective detail and description.as well as to convey complicated information with precision. Adverbials, including conjunctive adverbs are used as cohesive devices. These are used precisely to open paragraphs, to change point of view as well as to add detail Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. This includes choice of verbs to show and not tell and to describe as well as qualifying adverbs. Technical vocabulary is selected appropriately. Word choices are made to reflect the level of formality. Used mostly accurately: inverted commas, commas for lists, commas for fronted adverbials, commas for clauses, including the reporting clause in dialogue, punctuation for parenthesis, semi-colon to introduce a list, brackets for parenthesis. Sometimes used accurately: semi-colons to mark boundaries between independent clauses, colons to mark boundaries between independent clauses, dashes to mark boundaries between independent clauses, hyphens.	

LONG TERM OVERVIEW FOR WRITING

		Use of the comma is secure with only infrequent errors and comma splices.	
		Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.	
		Many changes will be effected independently. There will also be clear evidence over time of application and use of feedback from peers and adults.	
		Proof reading is mostly effective and the usage of spelling, punctuation and grammar is checked for accuracy and consistency.	
		Most words spelled correctly from Year 5 and 6 list.	
		Spelling strategies and the range of spelling rules and patterns from KS2 are applied accurately.	
		Handwriting is fluent and legible with a personal style in which decisions may have been made whether or not to join specific letters.	
Writing Genres Throughout The Year	Narrative recount Stories with flashbacks Short stories Play scripts (William Shakespeare) Classic fiction	Journalistic writing Balanced argument Persuasive argument Leaflets Formal letter writing	Classic poetry Comparing poetry Imagery