



Long Term Plan - Writing

	End of KS1	End of Lower KS2	End of Upper KS2
Composition	<ul style="list-style-type: none"> • Write for different purposes including narrative, poetry and real events • See links between planning and written piece • Make simple additions, revisions and corrections to their own writing • Writing demonstrates appropriate use of: <ul style="list-style-type: none"> - Capital letters for proper nouns - Adjectives, adverbs and expanded noun phrases to describe and specify - Present and past tense including the progressive form to mark actions in progress throughout writing, appropriate to the genre - Co-ordination using <u>or</u>, <u>and</u>, <u>but</u> - Subordination using <u>when</u>, <u>if</u>, <u>that</u>, <u>because</u> - Grammatically accurate sentences with different form and functions - Features of written Standard English • Uses punctuation almost always correctly (CLs, FS, ! ? and commas for lists and apostrophes for contracted forms) 	<ul style="list-style-type: none"> • Writing demonstrates key features and language structures from text types being studied. • Create characters with some interaction and description of feelings. • Evaluate the effectiveness of own and others' writing through evidence of self and peer assessment which lead to improvements to grammar and vocabulary. • Proof read for spelling, punctuation and grammatical errors • Draft and write • Use the organisational features of particular genres <ul style="list-style-type: none"> - Using conjunctions, adverbs and prepositions to express time, place or cause. - Begin to open paragraphs with topic sentences - Using an introductory paragraph. - Using simple organisational devices such as headings and sub-headings correctly. • Use descriptive language which is well thought out and adds to the meaning/purpose • Make appropriate use of <i>a</i> or <i>an</i> 	<ul style="list-style-type: none"> • Generate ideas and develop them <ul style="list-style-type: none"> ○ Draft selecting appropriate vocabulary ○ Revise writing • When required, longer passages are précised appropriately • Writes in the appropriate genre and across a wide range of genres • Writing reflects awareness of the audience and purpose of writing • Can describe a setting, a character & create an atmosphere, integrating dialogue appropriately • Vivid and believable images, capture and sustain the reader's attention • Perform their own compositions, using appropriate intonation • Assess the effectiveness of their own and others' writing and suggest improvements • Paragraphs are well sequenced and (some) are developed in depth • A range of cohesive devices (<i>incl. repetition of a word / phrase; grammatical connections, such as adverbials; and ellipses</i>) • Organises and structures the text appropriate to the genre



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		<ul style="list-style-type: none"> • Make appropriate use of the plural and possessive <i>s</i>. • Use expanded non phrases with modifying adjective <i>s</i> and prepositional phrases- eg 'the strict teacher with curly hair' • Use fronted adverbials consistently • Write sentences with more than one clause by using a wider range of conjunctions e.g. <i>if, although, though, before, while</i>. • Use the perfect form of verbs in contrast to the simple past tense. • Apply punctuation, mostly accurately, including use of commas after fronted adverbials and commas after reporting clause. 	<ul style="list-style-type: none"> • Uses headings, subheadings, bullet points and underlining appropriate to genre • Build cohesion within and across paragraphs • Include subject specific vocabulary • Ensure consistent and correct tense throughout a piece of writing • Appropriate use of: ellipses, brackets, hyphens, colons and semi-colons • Use expanded noun phrases • Use relative clauses to explain and clarify • Use passive voice to affect the presentation of information • Select vocabulary and grammatical choices to suit both formal and informal situations
<p>Transcription</p>	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly • Spell phonemes for which one or more spellings are already known • Spell more words with contracted forms • Apply spelling rules and guidelines • Almost all lower case letters, capitals and digits are accurately formed and of the correct size relative to one another 	<ul style="list-style-type: none"> • Some spelling rules and patterns are accurately applied including accurate spelling of some prefixes and suffixes, common homophones and commonly misspelt words eg. <i>ious, tion</i> • Place the possessive apostrophe accurately after the plural form of the word including irregular plurals. • Writing is legible and there is the beginning of a personal style. • Letters are of a consistent size and joined where appropriate. 	<ul style="list-style-type: none"> • Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the English Programmes of Study National Curriculum in England • Accurate spelling of most words that need to be specifically learnt, as listed in the Year 5/6 word list in English programmes of study National Curriculum • Legible, fluent handwriting is usually maintained when writing at efficient speed.



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	<ul style="list-style-type: none">• Use some of the diagonal and horizontal strokes needed to join letters• Use consistent spacing between words that reflects the size of the letters		
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