



## Long Term Plan - Writing

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



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



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