



English Curriculum: Years 2 to 6

Writing

Year 2	Year 3	Year 4	Year 5	Year 6
Write Stuff	Write Stuff	Write Stuff	Write Stuff	Write Stuff
<p>Purpose and Impact</p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful Generate ideas that are mostly suitable for a narrative Indicate own viewpoint through specific comments Generate ideas that are relevant for non-fiction Produce texts which are appropriate to reader and purpose Include the main features of a genre/text type <p>Structure and Shape</p> <ul style="list-style-type: none"> Include enough information and description to interest the reader Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction Construct a cohesive piece with logical links/ breaks Group main ideas together <p>Sentence Structure</p> <ul style="list-style-type: none"> Use sentences with different forms – statement, question, exclamation, command Ask questions to the reader Write sentences with adventurous adjectives 	<p>Purpose and Impact</p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful Develop multiple ideas in a story enriched with descriptive detail Develop multiple ideas in non-fiction that are factual and precise Express a basic viewpoint, an opinion or promote an idea Produce texts which are appropriate to reader and purpose Maintain the main features of a genre/text type Ensure that content makes sense throughout the piece <p>Structure and Shape</p> <ul style="list-style-type: none"> Use strategies to create flow (pronouns, cohesive phrases, references back to previous point) Begin to understand what a paragraph is and show ideas grouped together Construct a cohesive piece with logical links/ breaks Use headings and sub-headings to group ideas Signal openings in narrative and non-fiction 	<p>Purpose and Impact</p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful Develop ideas in detail (stories: in-depth description, non-fiction: anecdotes, facts and reflections) Maintain a point of view throughout the work Produce texts which are appropriate to reader and purpose Include all the features of a genre/text type appropriately and consistently Create narratives that create intrigue (suspense, cliff-hangers) or non-fiction that is more complicated (contrasting ideas, opinions.) <p>Structure and Shape</p> <ul style="list-style-type: none"> Structure and organise writing with a clear beginning, middle and end Write sentences that are developed on from previous sentences to form a group of connected/related ideas Start a new paragraph to organise ideas around a theme 	<p>Purpose and Impact</p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful Generate ideas that are developed in narrative and in non-fiction Demonstrate a clear point of view that is controlled with some elaboration Produce texts which are appropriate to reader and purpose Execute a text type/genre by including all features or adapt when required Create more complicated narratives (parallel plot, flashback, parody) and more controlled non-fictions (language choices support the purpose) <p>Structure and Shape</p> <ul style="list-style-type: none"> Structure and organise writing with pace in narrative and supporting evidence in non-fiction Start new paragraphs to show changes in time, place, event or person Construct a cohesive piece with logical links/ breaks 	<p>Purpose and Impact</p> <ul style="list-style-type: none"> Write whole texts that are interesting, engaging or thoughtful Manipulate reader through the telling of a narrative (use of humour) or control the direction of non-fiction through a range of strategies (persuasive devices) Convey a convincing viewpoint using the point of view of others to support or contrast writer’s own opinion Produce texts which are appropriate to reader and purpose Choose style/genre features to maintain and challenge the reader’s interest (elaborate detail in narrative or succinctness in police report) Adapt well-known genres to create different effects (fairy-tales with a twist exploring a new viewpoint) <p>Structure and Shape</p> <ul style="list-style-type: none"> Navigate a reader through a text in a logical, chronological way or subvert this (flash forward, opposing viewpoint)

<ul style="list-style-type: none"> Write long sentences Write short sentences Start sentences in different ways – from a name or personal pronoun Include expanded noun phrases for description and specification <p>Tense</p> <ul style="list-style-type: none"> Use correct verb forms Apply correct tense across a piece of writing including progressive form to mark actions in progress <p>Conjunctions/Complex Sentences</p> <ul style="list-style-type: none"> Write compound sentences that include co-ordination (or, and, but) Write complex sentences that include subordination (when, if, that, because) <p>Writerly Techniques</p> <ul style="list-style-type: none"> Deploy poetic style to engage the reader Use rhyme for effect Use repetition in a basic way that follows story models (run, run, as fast as you can) <p>Vocabulary</p> <ul style="list-style-type: none"> Choose words appropriate to the writing Construct sentences that include adjectives, adverbs and precise verbs Use some ambitious vocabulary <p>Adverbs/adverbial phrases</p> <ul style="list-style-type: none"> Begin sentences with an adverb or adverbial phrase and reposition in different places within the sentence <p>Punctuation</p> <ul style="list-style-type: none"> Write with technical accuracy of punctuation Use full stops accurately 	<ul style="list-style-type: none"> Signal closings in narrative and non-fiction <p>Sentence Structure</p> <ul style="list-style-type: none"> Use one word in isolation to grab the reader's attention (Stop!) Add detail into descriptions (precise words, descriptive noun phrases) Use prepositions that position in place/environment (in, on, behind, under) <p>Tense</p> <ul style="list-style-type: none"> Use the present perfect form of verbs, instead of simple past ('He has gone out to play' contrasted with 'He went out to play') <p>Conjunctions/Complex Sentences</p> <ul style="list-style-type: none"> Experiment with a widening range of conjunctions (while, so, although) <p>Writerly Techniques</p> <ul style="list-style-type: none"> Deploy poetic style to engage the reader Write sentences that use repetition of key words for impact (He ran and ran. He ran until his bones ached) Use the word 'like' to build a simile <p>Vocabulary</p> <ul style="list-style-type: none"> Choose words because of the effect they will have on the reader Use some ambitious vocabulary <p>Adverbs/adverbial phrases</p> <ul style="list-style-type: none"> Use adverbs/adverbial phrases that position in time (then next, soon, later that day, as dawn broke) Use adverbs/adverbial phrases that build a 	<ul style="list-style-type: none"> Construct a cohesive piece with logical links/ breaks Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Signal openings in narrative and non-fiction with content to capture reader's interest Signal closings in narrative in a way that is dramatic or links back to opening and in non-fiction in a way that is strong/draws conclusions <p>Sentence Structure</p> <ul style="list-style-type: none"> Ask rhetorical questions to heighten reader engagement (Can we honestly believe...?) Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases - the strict geography teacher with slick, black hair) <p>Tense</p> <ul style="list-style-type: none"> Use standard English verb inflections <p>Conjunctions/Complex Sentences</p> <ul style="list-style-type: none"> Use a widening range of conjunctions (while, so, although) Use more complicated conjunctions that set up contrast or relationships (despite, nevertheless, consequently) <p>Writerly Techniques</p> <ul style="list-style-type: none"> Deploy poetic style to engage the reader Use the word 'as' to build a simile (the train was as slow as a hearse) Use metaphor to create vivid images in the reader's mind <p>Vocabulary</p>	<ul style="list-style-type: none"> Use devices to build cohesion within paragraphs, (then, after, that, this, firstly) Link ideas across paragraphs using a range of devices (phrases that back reference previous points) <p>Sentence Structure</p> <ul style="list-style-type: none"> Mix short and long sentences to change, accelerate or show pace for reader Create different emphasis in sentences through word order and noun phrases <p>Tense</p> <ul style="list-style-type: none"> Deploy tense choices that support cohesion by making links (he had seen her before) Use modal verbs to show something is certain, probable or possible (or not) (might, should, will, must) <p>Conjunctions/Complex Sentences</p> <ul style="list-style-type: none"> Use relative clauses within complex sentences beginning with who, which, where, when, whose, that (Maisie, who was extremely tired, finished the race) Use verbs ending in '-ed' or '-ing' to start clauses to build complex sentences (Mortified by what he saw, Harry fled the scene) <p>Writerly Techniques</p> <ul style="list-style-type: none"> Deploy poetic style to engage the reader Use pathetic fallacy to mirror and extend character's emotions Use pun to enhance the double meaning of language <p>Vocabulary</p> <ul style="list-style-type: none"> Use some ambitious vocabulary 	<ul style="list-style-type: none"> Use a range of layout devices (headings, sub-headings, columns, bullets, tables) Construct a cohesive piece with logical links/ breaks Link ideas across paragraphs using a wider range of cohesive devices (repetition of word or phrase, use of ellipsis as cliffhanger at end of section) Apply paragraphs across a whole text to support the 'ease of engagement' for the reader <p>Sentence Structure</p> <ul style="list-style-type: none"> Write informally or formally appropriate to genre/ text type Vary the types of sentences within a piece across simple, compound and complex constructions <p>Tense</p> <ul style="list-style-type: none"> Use the subjunctive form of the verb to emphasise formality, urgency or importance (The teacher insists that her pupils be on time) Use passive voice to affect the presentation of information in a sentence, (The window in the greenhouse was broken) <p>Conjunctions/Complex Sentences</p> <ul style="list-style-type: none"> Use a range of complex construction strategies to build subordinating clauses with verb starts ending in '-ing', '-ed' or adverbs '-ly' followed by verbs, relative clauses and subordinating conjunction starts <p>Writerly Techniques</p> <ul style="list-style-type: none"> Deploy poetic style to engage the reader
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<ul style="list-style-type: none"> • Use commas to separate items in a list • Use capital letters accurately • Use apostrophes to mark missing letters in contracted forms • Use exclamation marks and question marks • Use the apostrophe to mark singular possession <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> • Apply spelling rules into writing • Use phonetically plausible strategies to spell unknown polysyllabic words • Use adjectives ending in -ful, -less, -er, -est • Turn adjectives into adverbs through applying 'ly' <p>Handwriting and presentation</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size in relation to other letters • Start using some of the diagonal and horizontal strokes to join letters 	<p>relationship or cause (therefore, as a result)</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Write with technical accuracy of punctuation • Begin to use inverted commas to punctuate direct speech • Begin to use other direct speech punctuation (punctuation inside inverted commas) <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> • Apply spelling rules into writing • Use a range of prefixes to extend repertoire of nouns (super-, anti-, auto-) • Use 'a' or 'an' correctly according to next word beginning with consonant or vowel • Experiment with more complicated words built from a common word (dissolve, solution) <p>Handwriting and presentation</p> <ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left un-joined • Show increased legibility and quality to handwriting 	<ul style="list-style-type: none"> • Make language choices that are interesting and varied • Use some ambitious vocabulary <p>Adverbs/adverbial phrases</p> <ul style="list-style-type: none"> • Use 'where' adverbial phrases in fronted position in sentences (At the seaside, Janice fed the seagulls) • Use 'how' 'ly' adverbs and '-ing' adverbial phrases in fronted position in sentences (Rushing against the clock, Jack knew it would be difficult) <p>Punctuation</p> <ul style="list-style-type: none"> • Write with technical accuracy of punctuation • Correctly use inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas) • Use comma after fronted adverbial • Use apostrophes to mark plural possession (the boy's name, the boys' names) <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> • Apply spelling rules into writing • Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words • Show through '-s' and punctuation the grammatical difference between plural and possessive • Distinguish between the spelling of common homophones <p>Handwriting and presentation</p> <ul style="list-style-type: none"> • Show consistency in style, ensuring that the 	<ul style="list-style-type: none"> • Some vocabulary choices are for effect or emphasis (technical terminology, vivid language) <p>Adverbs/adverbial phrases</p> <ul style="list-style-type: none"> • Indicate degree of possibility using adverbs (perhaps, surely) • Use a range of adverbs to link ideas: adverbs of time (later), adverbs of place (nearby) and number (secondly) <p>Punctuation</p> <ul style="list-style-type: none"> • Write with technical accuracy of punctuation • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity ('Let's eat dad.' or 'Let's eat, dad.') <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> • Apply spelling rules into writing • Convert nouns or adjectives into verbs using suffixes • Apply prefixes to change intent of verbs <p>Handwriting and presentation</p> <ul style="list-style-type: none"> • Make quick choices about whether or not to join specific letters • Use a style that encourages speed, legibility and fluency 	<ul style="list-style-type: none"> • Use personification to give human attributes to inanimate objects/things • Use symbolism as a recurring idea to emphasise a themed motif <p>Vocabulary</p> <ul style="list-style-type: none"> • Use some ambitious vocabulary • Use varied and precise vocabulary to create particular stylistic effects <p>Adverbs/adverbial phrases.</p> <ul style="list-style-type: none"> • Use more complicated adverbial phrases to link ideas (on the other hand, in contrast, as a consequence) • Use adverbs and adverbial phrases to qualify, intensify or emphasise <p>Punctuation</p> <ul style="list-style-type: none"> • Write with technical accuracy of punctuation • Use semi-colon, colon and dash to mark the boundary between independent clauses (It's snowing; I am delighted) • Use the colon to introduce a list and use of semi-colons within lists • Use bullet points to list information • Use hyphens to avoid ambiguity (recover or re-cover) <p>Spelling and Word Structure</p> <ul style="list-style-type: none"> • Apply spelling rules into writing • Use the appropriate words according to formality ('discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter') • Discover synonyms and antonyms for a word and
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		<p>downstrokes of letters are parallel and equidistant</p> <ul style="list-style-type: none">• Avoid ascenders and descenders touching each other from one line to the next		<p>choose the degree of meaning required for the sentence</p> <p>Handwriting and presentation</p> <ul style="list-style-type: none">• Write speedily in a joined, legible style.• Choose the right handwriting style according to purpose (neat and joined for final version and un-joined for labelling a diagram or data)
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