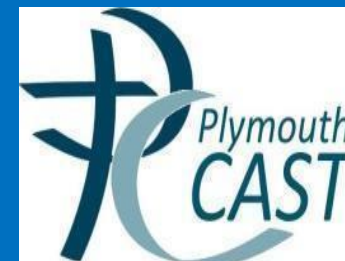




**St.  
Joseph's  
RC**



**Writing**

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	<b>Composition: Audience and Purpose</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Spelling</b>	<b>Handwriting</b>
<b>EYFS</b>					
<b>Year 1</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Choose to write for a variety of purposes in a variety of contexts.</li> <li>Compose sentences orally and in writing.</li> <li>Sequence sentences to form a short narrative or piece of information writing.</li> <li>Use basic descriptive language.</li> <li>Re-re-read and check that writing makes sense.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Combine words to form grammatically accurate sentences.</li> <li>Join words and clauses using 'and'.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Demarcate many sentences with capital letters and end punctuation (full stop, ?, !)</li> <li>Use capital letters for names and the personal pronoun 'I'.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Use phonetic knowledge and skills from FS and Y1 to spell phonetically regular words correctly and make phonetically plausible attempts at others.</li> <li>Spell many words with simple suffixes and prefixes correctly (un, s, es, verb ed, ing, er, est)</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters and digits 0-9.</li> <li>Separate words with spaces.</li> </ul>
<b>Year 2</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>Write about real events, recording these simply and clearly.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Use present and past tense mostly correctly and consistently.</li> <li>Use co-ordination (and/or/but) and some subordination (when/if/as/because/that) to join clauses.</li> <li>Add description and specification through the use of expanded noun phrases.</li> <li>Write different types of sentence (statements, commands, questions).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and the accurate choice of end punctuation.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes, spelling some words correctly and making phonetically plausible attempts at others.</li> <li>Spell many common exception words.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>

					<ul style="list-style-type: none"> <li>● Begin to make appropriate joins in letters.</li> </ul>
	<b>Composition: Audience and Purpose</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Spelling</b>	<b>Handwriting</b>
<b>Year 3</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>● Write using a rich and varied vocabulary.</li> <li>● In narrative, create simple settings, characters and plot.</li> <li>● Begin to use direct speech within narratives.</li> <li>● Use paragraphs as a way of grouping related material.</li> <li>● Evaluate the effectiveness of writing and suggest improvements.</li> <li>● Proofread for spelling and punctuation errors associated with the Year 3 grammar and punctuation.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, while, so, although).</li> <li>● Add detail and precision through expanding noun phrases, using pre-modification.</li> <li>● Use present and past tense correctly, including the use of present perfect instead of simple past (has worked)</li> <li>● Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositional phrases (during the night, before breakfast)</li> <li>● Use standard English verb inflections instead of local dialect.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists.</li> <li>● To use inverted commas to punctuate direct speech.</li> <li>● Use apostrophes for contraction and singular possession correctly.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Spell correctly words that have been previously taught, including: <ul style="list-style-type: none"> <li>➢ Common exception words from KS1.</li> <li>➢ Previously taught homophones.</li> <li>➢ Those with known prefixes and suffixes.</li> </ul> </li> <li>● Use and spell correctly many words from the Year 3/4 spelling list.</li> <li>● Use phonic knowledge and morphology to make plausible attempts at spelling unknown words.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Use joined up writing consistently and independently.</li> </ul>

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<b>Year 4</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</li> <li>● Write using a rich and varied vocabulary appropriate to purpose and form.</li> <li>● Write narratives with a clear plot and describe settings and characters.</li> <li>● Make effective choices about using direct speech within narratives.</li> <li>● Use paragraphs to organise ideas around a theme (eg using topic sentences).</li> <li>● Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</li> <li>● Evaluate the effectiveness of writing and suggest improvements.</li> <li>● Proofread for spelling and punctuation errors relating you Year 4.</li> </ul>	<p>Pupils can choose language appropriate to purpose and form to:</p> <ul style="list-style-type: none"> <li>● Write a range of sentences with more than one clause by using a wider range of conjunctions and a range of structures.</li> <li>● Add detail and precision through expanding noun phrases (modifying before the noun and using prepositional phrases after).</li> <li>● Make accurate use of present and past tense, including simple, progressive and perfect forms.</li> <li>● Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Demarcate sentences accurately throughout using capital letters, end punctuation and commas to separate multiple clauses.</li> <li>● Use commas after fronted adverbials.</li> <li>● Use inverted commas and other punctuation to indicate direct speech accurately.</li> <li>● Use apostrophes correctly (contraction, singular and plural possession).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Spell correctly words that have been previously taught, including: <ul style="list-style-type: none"> <li>➢ Common exception words from KS1.</li> <li>➢ Previously taught homophones.</li> <li>➢ Those with known prefixes and suffixes.</li> </ul> </li> <li>● Use and spell correctly many words from the Year 3/4 spelling list.</li> <li>● Use phonic knowledge and morphology to make plausible attempts at spelling unknown words and then find the correct spelling using a dictionary.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Use joined up writing consistently, independently and fluently.</li> </ul>

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<b>Year 5</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.</li> <li>● In narratives, describe settings, characters and begin to develop atmosphere (show not tell).</li> <li>● Use dialogue in narrative to convey character or advance the action.</li> <li>● Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>➢ Secure the use of pronouns or nouns.</li> <li>➢ Link ideas using adverbials of time, place and number.</li> <li>➢ Link ideas using tense choices.</li> </ul> </li> <li>● Make choices in drafting and revising writing, showing understanding of how they enhance meaning.</li> <li>● Proofread for spelling, punctuation and grammatical errors such as tense.</li> </ul>	<p>Pupils can select appropriate grammar and vocabulary to change and enhance meaning by:</p> <ul style="list-style-type: none"> <li>● Using a range of verb forms, particularly the perfect, to mark relationships of time and cause.</li> <li>● Using modal and adverbs to indicate possibility.</li> <li>● Conveying complicated information concisely by using pre and post modification of nouns, including relative clauses.</li> <li>● Using a range of clause structures, sometimes varying their position for effect.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Demarcate sentences accurately throughout, using capital letters, end punctuation and the punctuation of direct speech.</li> <li>● Indicate parenthesis using brackets, commas or dashes.</li> <li>● Use punctuation to ensure meaning is clear, especially commas for clarity.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Spell correctly words that have been previously taught, including: <ul style="list-style-type: none"> <li>➢ Common exception words from KS1.</li> <li>➢ Year 3/4 statutory words.</li> <li>➢ Previously taught homophones.</li> </ul> </li> <li>● Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Maintain legibility in joined handwriting when writing at speed.</li> </ul>

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<b>Year 6</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader and intended purpose.</li> <li>● In narratives, describe settings, characters and atmosphere, carefully selecting words that enhance the purpose and intent.</li> <li>● Integrate dialogue within a narrative to convey character and advance the action, making conscious choices about word choice and order of the speech.</li> <li>● Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>➢ Secure the use of pronouns or nouns.</li> <li>➢ Link ideas using adverbials of time, place and number.</li> <li>➢ Link ideas using tense choices.</li> <li>➢ Use synonyms and implied description of a noun.</li> </ul> </li> <li>● Make purposeful choices in editing and redrafting writing.</li> <li>● Proofread for a range of errors.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in narrative but not in non-fiction).</li> <li>● Use verb tenses consistently and correctly throughout their writing, accurately changing tense and verb form when appropriate.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Use a range of punctuation to clarify meaning, including colons and semicolons.</li> <li>● Use hyphens to accurately join words to create a new word.</li> <li>● Use the range of punctuation taught at KS2 mostly accurately, so meaning is always clear.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Spell correctly most words from the Year 5/6 statutory spelling list.</li> <li>● Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Maintain legibility in joined handwriting when writing at speed and with their own personalised style.</li> </ul>