



Writing Handbook

2023–24

‘Building a community of writers’

Writing Curriculum Intent

At Bond, we believe that all young people deserve an opportunity to share what they know, think, and care about, demonstrating who they are through their writing. We see our pupils not only as readers but also as writers who wish to share their meaning with others. Teachers at Bond understand their role in honouring, valuing, and sustaining the realities of children's lives through their writing. Our pupils learn how to live, work and represent others within an inclusive, outwardly loving community of writers. At Bond, we don't ask our pupils to leave their own identities, cultural capital, thoughts, opinions and knowledge outside the writing classroom door; we celebrate and authenticate them. We call this element ~ **Writing ourselves into our learning**

Writing lessons at Bond use many of the principles of The Writing for Pleasure Centre, based on 14 Principles of world class Writing Teaching.

'Children in classrooms that use the principles of Writing For Pleasure understand writing to be about making something to share with someone else.' (Young & Ferguson [2021](#))

As the children progress through the school, we impart the skills and knowledge necessary to enable children to listen, speak, read, and write fluently. Our children use writing as an effective and expressive means of communication and comprehension. They will be well-equipped to understand and access all aspects of media in society. They will become adults who are moved to write.

Writing Curriculum Implementation

Bond Primary School teaches an English curriculum based on the National Curriculum for primary schools. However, as with everything at Bond, we have worked hard to develop our own curriculum model and methods for teaching this important subject based around evidence, research & what we know works for our school community.

There are seven key elements that underpin the teaching and learning of Writing at Bond Primary School – which are shown below. Each item is a separate entity on our timetables, but elements of each are also woven into our Writing lessons.

**Writing ourselves
into our learning**

**Reading
into writing**

**Learning the
craft of writing**

**Vocabulary
Development**

**Developing a
fluent joined
script**

Spelling

Oracy

Reading into writing and learning the craft of writing

EYFS

Birth to 5 Matters 2021 states:

"Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative".

To develop this enthusiasm, we believe our pupils need to experience a model of writing which illustrates the rich variety of topics they can write about and the different reasons for writing as well as being shown how to make the letters and words.

They need to understand:

- What writing looks like,
- How to make letters and symbols,
- That writing is used for a whole range of purposes in real life; for thinking and communicating,
- That people enjoy writing,
- That writing gives status and power to the writer,
- That writing lets you keep ideas for ever and tell others about them even when you haven't met them.

Practitioners in our EYFS understand that children will learn what letters look like and how to form them over time and through a wide variety of activities and experiences. We believe that children are entitled to a well resourced, literate rich learning environment and recognise the importance of children seeing and hearing their home language as well as English all around the learning environment. We strongly believe that before children can become articulate writers, they must be articulate speakers. Therefore, planning should place high emphasis on communication and language activities

At Bond, we want

- To provide a literate rich environment for children to learn in,
- To foster children's writing development based on their individual interests,
- To make children aware of the different forms and purposes of writing,
- To provide cross curricular opportunities for children to write,
- To provide positive role models, both male and female,
- To develop children's speaking and listening skills in order to allow them to become confident writers,
- To provide concrete experiences for children to write about,
- Children to develop a 'love for writing'.

Writing in KS1

Teachers at Bond understand that our pupils need to feel moved to write personally and socially. With this in mind, they plan **Writing Projects** lasting between 3 to 4 weeks, which are book based in KS1 and often stem from topics that our pupils are familiar with or emotionally connected to in KS2. Woven into this, are planned projects allowing pupils to show what they have learned in other curriculum areas.

Teachers in KS1, plan their projects around a carefully chosen picture book from high quality children's literature, which provide the opportunity to be part of an immersive experience and provides contexts for purposeful writing. Projects are planned using Year Group National Curriculum objectives alongside the needs of the class as writers. Pupils will produce a range of texts, including letters, diaries, instructions, information books and narratives, supported carefully each step of the way by teacher modelling. Teachers will model writing skills that other writers use when composing their books to make them exciting, successful and memorable. The pupils can then try the same techniques in their books during writing time. Teachers review pupils' writing on a daily basis, using Book Looks to identify next steps in learning (see Assessment & Feedback Policy)

Writing in KS2

Each writing project in KS2 follows the same process. Teachers continually emphasize that this is the same process a professional writer would follow.

Generating Ideas (IDEAS MINING) -> Planning -> Writing -> Revising -> Editing -> Publishing

Teachers at this stage will introduce the writing project and discuss links to previous learning in previous projects.

Class writing projects should begin by discussing what the final outcome for the project is. This involves establishing the genuine purpose and real audience for the writing. Who will read our writing and what is the purpose?

- to share thoughts / opinions/ experiences
- to entertain
- to teach
- to persuade
- to reflect

Generating Ideas and Planning

At the start of a project, teachers will use a variety of example texts, which might include extracts from books, film clips etc, as well as texts created by the teacher themselves. Before using these texts with their class, teachers are clear about which writers' skills they are highlighting with the pupils. They understand why writers have used particular features and make clear to their pupils the effects these have on the reader.

After looking at example texts, the class may list what their writing is going to have to do and include to be at its most successful and meaningful. It can also be helpful at this stage to examine & discuss a variety of texts which are *not* effective, then pupils can reflect on what their writing will have to do to ensure it doesn't fall into the same problems. The class can then

generate possible ideas for their own texts.

'Ideas Mining' is an opportunity for teachers to encourage their pupils to share their ideas, opinions and experiences in short writing tasks and will also involve teachers sharing theirs. The pupils are taught that this is a time where they are trying out ideas to put into their final finished writing.

Teachers at Bond recognize that not all children like to plan in the same way and will provide a range of planning techniques during the projects

In every writing session, time should be made for pupils to share their writing. We use the term

'WRITE A LITTLE, SHARE A LITTLE'

Hearing about their friends' sincere interest in their writing and the connections they are making and wanting to share with them as the writer, validates the idea that their writing can be interesting for others. Teachers should invite others to praise and give advice on their peers developing piece. Sharing can take place as a whole class, in pairs or a group or with the partner class. Pupils can identify areas they are pleased with or where they need some advice.

Writing (Learning the craft of writing)

The role of the teacher at this stage is crucial. Here, the teacher will draw out skills identified in the example texts studied so far and model how pupils can use these in their own writing.

Teachers will begin lessons with the modelling of writing skills or mini grammar lessons, whilst keeping in mind The National Curriculum year group objectives. (see Appendix ~ Writing Skills Progression map) These mini lessons may also be guided by the teacher BOOK LOOK each day (see Marking and Feedback section).

The focus at this stage continually refers back to how and why these writing skills are being employed. What is the effect on the reader? How would it change if we wrote in a different way? As pupils will be drafting and revising their work continuously, their books will reflect these changes and may contain several attempts at revisiting sentences and paragraphs. As with Art Sketch Books, writing books should be filled with ideas and numerous drafts. Pupils should know from a young age that it is OK to start again and change ideas from previous sessions. Sharing time is equally important at this stage. Teachers may direct pupils to compositional aspects of their writing to improve, either verbally or through written feedback.

(see section Marking and Feedback). Pupils might also use a short list generated by the class, or writing features to add to their texts.

Revising

Revising is often where the most writing gains and progress are made. Revising is the stage where pupils work on *how* best to write their piece. Revising is about re-seeing, re-thinking, reviewing and otherwise transforming drafted writing. It involves children regularly rereading, discovering new insights, 'up-leveilling' and otherwise improving their compositions. Teachers encourage their pupils to revise their writing as often as possible, and lessons will often begin by rereading writing from the previous session.

Editing

Editing (also known as proof-reading) is where pupils focus on **transcriptional** accuracy of their piece prior to publication. Editing needs its own dedicated time and explicit attention. Teachers may provide an editing checklist or direct the pupils to Editing Stations. Editing is often more effective when working with someone else, as real writers would do.

Publishing

The process of publishing or performing their writing is extremely important to our children and is a time for celebration. All their hard work has paid off and it's something they look forward to

throughout the project. We firmly believe publishing their writing increases students' motivation and interest in revising and editing their compositions, and results in better writing performance. It's also a great opportunity to practice typing and handwriting skills. At Bond, finished pieces can take myriad forms, from big books that circulate in the classroom or school library, to letters, to items printed in the newsletters, or selections published on our website.

Oracy and Vocabulary development

At Bond we understand that vocabulary as a strong indicator of success in both reading and writing. We know from research that the size of a child's vocabulary is the best predictor of success on future tests. At Bond, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore, pupils are regularly taught new vocabulary as a part of the majority of lessons across the curriculum. Our teachers understand the importance of helping children develop the ability to understand spoken and written language, acquiring a control of language that enables them to express their ideas and feelings clearly. When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

EYFS and KS1

Vocabulary development is a key focus throughout EYFS. We create a language & print rich-rich environment, where adults talk with children throughout the day, engaging them in high-quality dialogue as well as direct teaching, to support children to articulate what they know and understand, and develop their knowledge across all areas of learning, using the vocabulary they need to support learning. EYFS practitioners plan collaborative activities which provide opportunities to learn/hear language often and also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem solving are developed, as well as knowledge.

Across the school, we promote Talk is an effective vehicle for assessing students' mastery of new language. At Bond Primary School, we understand that talk is one of most powerful tools – if not *the* most powerful tool – at every teacher's disposal to develop literacy and fluency across the curriculum.

KS2

In Ks2, every day at Bond, includes a Word of the Day. We use the Vocabulary Ninja resources to familiarize our pupils with new and familiar vocabulary. These quick sessions discuss the definition of the new word, any antonyms or synonyms, possible prefix and suffixes, as well as the word class for each word. Pupils learn how to use the new vocabulary in the context of different sentences.

Handwriting

At Bond, we understand that handwriting requires effort and attention, as well as suitable motor skills. Pupils become better at handwriting through repeated practice of accurate letter formation. Formally teaching handwriting does not begin before Reception but children should know how to hold a pencil – the tripod grip for almost all cases – before the end of EYFS. Printed letter formation is taught as a first step before joins are introduced once fluency has been achieved. Our aim is for all pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing. Teachers use resources from the Letterjoin online Handwriting lesson planning.

Year 1

Handwriting lessons teach fine and gross motor skills, how to sit correctly for handwriting using the tripod grip, the different letter families and how to write capital letters, printed letters, and numbers and symbols alongside cursive handwriting using Letter-join's on-line and printed resources.

Year 2

Lessons aim to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation. These include practising letter families, high frequency words, joining practice, sequencing sentences and dictation exercises.

KS2

Handwriting lessons in KS2 are designed to improve the legibility, consistency and quality of the pupils handwriting through a variety of resources which link handwriting to other areas of the curriculum. Handwriting practice will regularly link to Year Group spelling patterns.

Spelling

EYFS and KS1

At Bond, our pupils follow a system of synthetic phonics through *Little Wandle Letters and Sounds Revised*. This is in place throughout the EYFS and KS1. Spelling and decoding are reversible processes. Pupils practice their segmenting skills through spelling words for which they have learned the required grapheme–phoneme correspondences.

Children should also learn to spell words from the common exception lists. Learning how to spell words benefits both writing and reading, as both processes call upon the same representation. Whilst carefully modelling the writing process, KS1 teachers make continuous links with phonic knowledge.

KS2

From Year 3, Teachers use resources from The No Nonsense Spelling Programme, which was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. The focus of the programme is on the teaching of spelling, which embraces

knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Marking and Feedback

At Bond, we believe giving feedback verbally means that teachers can clarify and elaborate immediately, therefore ensuring that misconceptions are not embedded, and pupils can act upon the feedback given straight away. Live marking involves the teacher moving around the room, reviewing work, and giving instant feedback, and only writing in books as required. As part of our policy of 'Write a little, Share a little', teachers are able to provide instant feedback to individuals, as well as allowing the pupils an opportunity to assess each other's work.

Alongside this instant feedback, teachers conduct a small 'Book Look' each day. This involves collecting a group of English Books on a daily basis, and recording brief notes on each pupil in a Writing Journal (see Appendix ~ Book Look Guidance). Teachers will then address these points, either by indicating in pupils' books with a written comment, or verbally with them in the next session.

Appendix

- ~ Year Group writing objectives
- ~ Writing Expectations at Bond
- ~ what to look for in Book Looks
- ~ QA document ~ Teaching Writing
- ~ Book Look guidance

What should it look like in my classroom?

	Nursery			Reception			Year 1			Year 2			Year 3	Year 4	Year 5	Year 6	For those children who are out of KS
Phonics - Little Wandle Letters and Sounds Revised (LWLaSR) Daily 30min sessions	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	No Nonsense Spelling Ninja Word of the Day - Tiered vocabulary				LWLaSR - Daily keep up sessions LWLaSR - Rapid catch up sessions SEND section of LWLaSR
		Phase 1	Phase 2	Phase 2	Phase 3	Phase 3/4	Phase 4	Phase 4	Phase 5	Phase 5	Daily keep up sessions Rapid catch up sessions						
Teaching Reading - 2 x 30min session a week	Introduction to Early Reading through nursery rhymes, songs and traditional tales Language groups Book bus			Shared Reading using Big books 1:1 reading			Shared Reading using Big books 1:1 reading			Shared Reading using Big books 1:1 reading From Spring term - VIPERS Stage 1			Vocabulary Inference Prediction Explanation Retrieval Sequencing through Literacy Shed Comprehension Plus, using ARE levelled extracts.				Extra 1:1 reading
										Stage 2 and 3		Stage 4, 5 & 6					
Take home books Changed on a weekly basis	From the summer term - ‘Foundations for Phonics’ books Collins Big Cat books			Decodable books that match the child’s Phonic stage. Collins Big Cat books										Reading books that match the child’s reading age.		‘Catch-up readers’ books for 7+ Collins Big Cat books	
Reading for Pleasure Daily 15 min sessions													Children to choose a reading book from the Reading Corner.				
Read Aloud (Teaching Prosody and Fluency)													2x half hour sessions per week				
Class Reader Daily 10mins	Sharing stories during English lessons, fruit time, library sessions.												Teacher modelling reading using a Class Reader.				
Library sessions Once a week	Children to visit the library once a week and borrow a book that they can read within school time.																

Expectations for English

What should it look like in my classroom?

WRITING

	Nursery			Reception			Year 1			Year 2			Year 3	Year 4	Year 5	Year 6	For those children who are out of KS
Phonics - Little Wandle Letters and Sounds Revised (LWLaSR) Daily 30min sessions	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	No Nonsense Spelling Ninja Word of the Day - Tiered vocabulary				LWLaSR - Daily keep up sessions LWLaSR - Rapid catch up sessions SEND section of LWLaSR
		Phase 1	Phase 2	Phase 2	Phase 3	Phase 3/4	Phase 4	Phase 4	Phase 5	Phase 5	Daily keep up sessions Rapid catch up sessions						
Daily English Lessons							4 X WEEKLY Book Based Writing Projects			4 / 5 X WEEKLY Book Based Writing Projects			Writing Projects				
Letterjoin Handwriting							1 X WEEKLY 30 mins (additional 10 mins practise)			1 X WEEKLY 30 mins (additional 10 mins practise)			1 X WEEKLY 30 mins (additional 10 mins practise)				support identified in individual’s SEND Learning Plan
No-Nonsense Spelling													No Nonsense Spelling 1 x weekly 30 mins				

WRITING SKILLS PROGRESSION

Year 1



Year Group	Strand	Objective	Child Speak Target	Greater Depth Target
Y1	Transcription			
Y1	Transcription	[KEY] Spell words containing each of the 40+ phonemes already taught. ↳ GD objective: Spell words containing each of the 40+ phonemes already taught and use them correctly when writing	<i>I can spell my word list accurately.</i>	<i>I can spell my word list accurately when I am writing sentences.</i>
Y1	Transcription	Spell common exception words. ↳ GD objective: Spell common exception words and use them correctly in their writing.	<i>I can spell some unusual words correctly.</i>	<i>I can spell more unusual words correctly and use them correctly in my writing.</i>
Y1	Transcription	Spell the days of the week. ↳ GD objective: Spell the days of the week and use them in a sentence.	<i>I can spell the days of the week.</i>	<i>I can spell the days of the week and use them in a sentence.</i>
Y1	Transcription	[KEY] Naming the letters of the alphabet in order. ↳ GD objective: Confidently name the letters of the alphabet in order and out of order.	<i>I know the names of all the letters of the alphabet in order.</i>	<i>I know the names of all the letters of the alphabet in order and out of order.</i>
Y1	Transcription	Using letter names to distinguish between alternative spellings of the same sound. ↳ GD objective: Confidently use letter names to distinguish between alternative spellings of the same sound	<i>I know some sounds can be spelled in different ways using different letters.</i>	<i>I use a range of sounds that can be spelled in different ways using different letters.</i>
Y1	Transcription	Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. ↳ GD objective: Independently add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, and apply it in sentences.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>	<i>When writing sentences, I use word endings such as -s and -es to change a word to mean more than one</i>
Y1	Transcription	Add prefixes using the prefix un-. ↳ GD objective: Independently add prefixes using the prefix un- in their writing.	<i>I know how to add un- at the beginning of a word to create a new word.</i>	<i>I add un- at the beginning of a word to create a new word when I am writing sentences.</i>
Y1	Transcription	Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. ↳ GD objective: Confidently add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example:	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and can use them in my writing.</i>

WRITING SKILLS PROGRESSION

Year 1



Year Group	Strand	Objective	Child Speak Target	Greater Depth Target
		helping, helped, helper, eating, quicker, quickest], using them in their writing.		
Y1	Transcription	Apply simple year 1 spelling rules and guidance. ↳ GD objective: Apply simple year 1 spelling rules and guidance in their work without support.	<i>I can spell the words correctly in my Year 1 spelling list.</i>	<i>I can correctly spell the words correctly in my Year 1 spelling list when I write sentences.</i>
Y1	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ↳ GD objective: Write from memory longer sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>	<i>I can write out a longer more difficult sentence told to me by my teacher.</i>
Y1	Handwriting			
Y1	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. ↳ GD objective: Consistently sit correctly at a table, holding a pencil comfortably and correctly without being reminded.	<i>When writing, I sit and hold a pencil correctly.</i>	<i>When writing, I always sit and hold a pencil correctly without help.</i>
Y1	Handwriting	Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ↳ GD objective: Confidently form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>	<i>I can write lower case letters correctly, starting and finishing in the right place.</i>
Y1	Handwriting	Form capital letters. ↳ GD objective: Accurately form capital letters that are all the same size.	<i>I can write some capital letters.</i>	<i>I can carefully write capital letters that are all the same size.</i>
Y1	Handwriting	Form digits 0-9. ↳ GD objective: Form digits 0-9 correctly and use them in their work accurately.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly and use them in my work.</i>
Y1	Handwriting	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. ↳ GD objective: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and form them correctly in their writing.	<i>I can tell you how some letters are similar and can be put into groups.</i>	<i>I can tell you how some letters are similar and can be put into groups. I can write them correctly in my writing.</i>
Y1	Composition			
Y1	Composition	Write sentences by saying out loud what they are going to write about. ↳ GD objective: Independently write longer sentences by saying out loud what they are going to write about including the key details.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>	<i>Before I write longer sentences, I can say out loud what I am going to write that includes more detail.</i>

WRITING SKILLS PROGRESSION

Year 1



Year Group	Strand	Objective	Child Speak Target	Greater Depth Target
Y1	Composition	Write sentences by composing a sentence orally before writing it. ↳ GD objective: Independently writes sentences by composing a longer sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>	<i>I can think of and say longer sentences before I write it without support.</i>
Y1	Composition	Write sentences by sequencing sentences to form short narratives. ↳ GD objective: Write sentences by sequencing sentences to form short, creative narratives.	<i>I can write a text by thinking of a list of sentences in the order I need.</i>	<i>I can write a text by thinking of a list of sentences, ordering them in a creative way.</i>
Y1	Composition	[KEY] Write sentences by re-reading what they have written to check that it makes sense. ↳ GD objective: Write sentences by independently re-reading what they have written to carefully check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>	<i>Independently, I check my sentences make sense by carefully re-reading them.</i>
Y1	Composition	Discuss what they have written with the teacher or other pupils. ↳ GD objective: Discuss and evaluate what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>	<i>I can discuss what I have written with the teacher or my friends, saying what is good and what could be improved.</i>
Y1	Composition	Read aloud their writing clearly enough to be heard by their peers and the teacher. ↳ GD objective: Confidently read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>	<i>I can confidently read aloud my own writing so my friends and the teacher can hear me.</i>
Y1	Vocabulary Grammar Punctuation			
Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words without prompts or reminders.	<i>When I write, I leave spaces between my words.</i>	<i>When I write, I leave spaces between my words without being reminded.</i>
Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses that are related using 'and'.	<i>I can add together two sentences using 'and'.</i>	<i>I can add together two sentences that are about the same idea using 'and'</i>
Y1	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by punctuating sentences independently using a capital letter and a full stop, question mark or exclamation mark.	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>	<i>I can tell you where I would use a capital letter, a full stop, question marks or exclamation marks in my work.</i>

WRITING SKILLS PROGRESSION

Year 1



BOND PRIMARY SCHOOL

Y1	Vocabulary Grammar Punctuation	Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. ↳ GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by more accurately using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' in their writing	<i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i>	<i>In my writing, I use a capital letter for the names of people, places, the days of the week and when I use I.</i>
Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. ↳ GD objective: Use and apply grammatical terminology for Year 1 in their sentences understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun and using these within their writing.	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>	<i>In my sentences, I can make words mean more than one object by adding -s or -es. For example: dog and dogs or wish and wishes.</i>

Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. ↳ GD objective: Use and apply grammatical terminology for Year 1 in their writing understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper] and using them in their writing.	<i>I can add endings such as -ing and -ed to words to make new words.</i>	<i>I can add endings such as -ing and -ed to words to make new words in my writing.</i>
Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives. ↳ GD objective: Use and apply grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives and giving examples.	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>	<i>When discussing, I show I understand how adding un to the beginning of a range of words changes the word to mean the opposite.</i>
Y1	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 1 understanding how words can combine to make sentences. ↳ GD objective: Independently use and apply grammatical terminology for Year 1 understanding how words can combine to make sentences and demonstrating this in action.	<i>I know that words can be put together to build sentences.</i>	<i>I can put words together independently to build sentences.</i>
Y1	Vocabulary Grammar Punctuation	Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Independently use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	<i>I can use the grammar rules set out in my grammar list.</i>	<i>I can use the grammar rules set out in my grammar list independently</i>

WRITING SKILLS PROGRESSION

Year 2



Year 2	Strand	Objective	Child Speak Target	Greater Depth Target
Y2	Transcription			
Y2	Transcription	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ↳ GD objective: Spell by independently segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	<i>I can spell words correctly by saying them out loud.</i>	<i>I can spell words correctly by saying them out loud independently.</i>
Y2	Transcription	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. ↳ GD objective: Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and use them in their work.	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>	<i>I am learning new ways for spelling words which sound the same but have different meanings and can use these correctly in my work.</i>
Y2	Transcription	Spell by learning to spell common exception words. ↳ GD objective: Spell by learning to spell common exception words and use them correctly in their writing.	<i>I know how to spell words that do not follow a spelling pattern.</i>	<i>I know how to spell words that do not follow a spelling pattern and I can use them when writing.</i>
Y2	Transcription	Spell by learning to spell some words with contracted forms. ↳ GD objective: Spell by learning to spell a range of words with contracted forms.	<i>I can spell some words by using 'rules' I already know.</i>	<i>I can and use spell some words by using 'rules' I already know correctly</i>
Y2	Transcription	Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. ↳ GD objective: Spell by independently using the possessive apostrophe (singular) [for example: the girl's book] in their writing in a range of contexts.	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>	<i>I can correctly use the possessive apostrophe (singular) independently [for example: the girl's book] in my writing.</i>
Y2	Transcription	Spell by distinguishing between homophones and near-homophones. ↳ GD objective: Spell by distinguishing between homophones and near-homophones and spell them correctly.	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>	<i>I know the difference between homophones and near-homophones and spell them correctly in my work.</i>
Y2	Transcription	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. ↳ GD objective: Independently apply suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly in a range of contexts.	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>	<i>In my writing, I independently spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
Y2	Transcription	Apply year 2 spelling rules and guidance. ↳ GD objective: Apply year 2 spelling rules and guidance in their writing in a range of contexts.	<i>I can spell the words correctly in my Year 2 spelling list.</i>	<i>I can spell the words correctly in my Year 2 spelling list and use them in my work.</i>
Y2	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>	<i>I can write out a longer, more complex sentence told to me by my teacher and use the correct punctuation.</i>

WRITING SKILLS PROGRESSION

Year 2



Year 2	Strand	Objective	Child Speak Target	Greater Depth Target
		so far. ↳ GD objective: Write from memory more complex sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		
Y2	Handwriting			
Y2	Handwriting	Form lower-case letters of the correct size relative to one another. ↳ GD objective: Fluently form lower-case letters of the correct size relative to one another when I am writing sentences.	<i>When I write, my letters are the same size.</i>	<i>When I write sentences, my letters are the same size.</i>
Y2	Handwriting	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>	<i>I know which letters to join up in my handwriting, and which ones are best left unjoined. I use this more consistently in my writing.</i>
Y2	Handwriting	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ↳ GD objective: Independently and accurately write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters when writing sentences.	<i>I can write letters and numbers that are the right way round and the right size.</i>	<i>I can write letters and numbers independently, that are the right way round and the right size when writing sentences.</i>
Y2	Handwriting	Use spacing between words that reflects the size of the letters. ↳ GD objective: Use spacing between words that reflects the size of the letters without support or prompts.	<i>I know where to leave spaces between words.</i>	<i>I know where to leave spaces between words without being reminded.</i>
Y2	Composition			
Y2	Composition	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience.	<i>I am beginning to write stories about things that have happened to me or other people.</i>	<i>I like writing longer stories about things that have happened to me or other people that are suitable for the age of the reader.</i>
Y2	Composition	Develop positive attitudes towards and stamina for writing by writing about real events. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing in more detail about real events in a range of contexts.	<i>I am able to write longer stories about real things that have happened.</i>	<i>I am able to write longer and more detailed stories about real things that have happened.</i>

WRITING SKILLS PROGRESSION

Year 2



BOND PRIMARY SCHOOL

Y2	Composition	Develop positive attitudes towards and stamina for writing by writing poetry. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer poetry.	<i>I can write my own poems.</i>	<i>I can write my own longer poems.</i>
Y2	Composition	Develop positive attitudes towards and stamina for writing by writing for	<i>I like to write for different purposes, for example, for</i>	<i>I like to write for a range of different purposes and</i>

Year 2	Strand	Objective	Child Speak Target	Greater Depth Target
Y2	Composition	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ↳ GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about.	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>	<i>Before I start my writing, I plan in detail what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
Y2	Composition	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ↳ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas.	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>	<i>I think about what I am going to write by writing down my creative ideas, important words which will help me and linking my ideas together.</i>
Y2	Composition	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ↳ GD objective: Consider what they are going to write independently before beginning by encapsulating what they want to say, a few sentences at a time.	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>	<i>I can independently write down details about what I want to include in my writing, before I begin.</i>
Y2	Composition	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by evaluating their writing with the teacher and other pupils.	<i>I can make changes in my writing by listening to what others have to say about it.</i>	<i>I can make a range of suitable changes in my writing by listening to what others have to say about it.</i>
Y2	Composition	Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully re-reading to check that their writing makes sense and that verbs to indicate time are the most effective and used consistently, including verbs in the continuous form.	<i>Once finished, I will re-read my work to make sure it makes sense.</i>	<i>Once finished, I carefully re-read my work to make sure it is effective and makes sense.</i>

WRITING SKILLS PROGRESSION

Year 2



Y2	Composition	Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of sentences punctuated correctly].	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>	<i>I carefully check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
Y2	Composition	Read aloud what they have written with appropriate intonation to make the meaning clear. ↳ GD objective: Confidently read aloud what they have written with appropriate intonation to make the meaning clear.	<i>I can read aloud my work in a way which helps people understand it.</i>	<i>I can read aloud my work confidently in a way which helps people understand it.</i>
Y2	Vocabulary Grammar Punctuation			
Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. ↳ GD objective: Use and apply grammatical terminology for Year 2 independently use punctuation correctly, including full stops, capital letters, exclamation marks, question marks.	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>	<i>I can independently use a range of punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use commas for lists. ↳ GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph.	<i>I can use commas correctly when making a list of things.</i>	<i>I can use commas correctly when making a list of things and can use this in a short paragraph</i>
Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular). ↳ GD objective: Use and apply grammatical terminology for Year 2 accurately using apostrophes for contracted forms and the possessive (singular).	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>	<i>I can accurately use an apostrophe in my writing to show where some letters are missing from a word or to say when something belongs to someone. For example: can't means cannot.</i>
Y2	Vocabulary Grammar Punctuation	Learn how to use sentences with different forms: statement, question, exclamation, command. ↳ GD objective: Can use and apply sentences with different forms: statement, question, exclamation, command.	<i>I am learning to write sentences which convey different meaning for different purposes.</i>	<i>I can confidently write sentences which convey different meaning for different purposes including questions and exclamations.</i>

WRITING SKILLS PROGRESSION

Year 2



Y2	Vocabulary Grammar Punctuation	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ↳ GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].	<i>I am able to write more interesting sentences by adding further detail.</i>	<i>I am able to write more interesting and effective sentences by adding further suitable detail.</i>
Y2	Vocabulary Grammar Punctuation	Learn how to use the present and past tenses correctly and consistently including the progressive form. ↳ GD objective: Independently uses the present and past tenses correctly and consistently including the progressive form within their writing.	<i>I try to write in the present or past tense when writing.</i>	<i>I correctly write in the present or past tense when writing.</i>
Y2	Vocabulary Grammar Punctuation	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). ↳ GD objective: Understand and apply subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>	<i>I can independently use words such as when, if, that, because, or, and or but when I write sentences.</i>
Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] ↳ GD objective: Accurately apply grammatical terminology for Year 2 independently forming nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>	<i>I can independently add -ness and -er to the end of a word to make a range of new words and can create new words by joining two different words together.</i>

Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding the formation of adjectives using suffixes such as -ful, -less and use this in my work.	<i>I can add -ful and -less to words to make adjectives.</i>	<i>I can add -ful and -less to words to make adjectives and use them correctly to add detail in my writing.</i>
Y2	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. ↳ GD objective: Use and apply grammatical terminology for Year 2 understanding and applying the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs in a range of contexts.	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words and can use this independently in my writing.</i>
Y2	Vocabulary Grammar Punctuation	Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing. ↳ GD objective: Consistently use the year 2 grammatical terminology in English Appendix 2 in discussing their writing.	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>	<i>When I discuss my writing, I can consistently use the Year 2 grammar as set out in my Year 2 grammar list.</i>

WRITING SKILLS PROGRESSION

Year 3



Year Group	Strand	Objective	Child Speak Target	Greater Depth Target
Y3	Transcription			
Y3	Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>	<i>I know and use more prefixes and suffixes and understand how to use them in my writing.</i>
Y3	Transcription	Spell some homophones. ↳ GD objective: Spell some homophones confidently, using them in context in their work.	<i>I can spell some homophones.</i>	<i>I can spell some homophone confidently and use them in context in my work.</i>
Y3	Transcription	Spell some words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.	<i>I am able to spell some words that are often misspelt.</i>	<i>I am able to spell a range of words that are often misspelt; correctly in my writing.</i>
Y3	Transcription	Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Beginning to place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.	<i>I know how to use the possessive apostrophe in some plurals.</i>	<i>I know how to use the possessive apostrophe in some plurals and use it in my writing.</i>
Y3	Transcription	Use the first two letters of a word to check its spelling in a dictionary. ↳ GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</i>	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning independently.</i>
Y3	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write accurately from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>	<i>I can correctly write sentences that have been read to me, using accurate punctuation.</i>
Y3	Handwriting			
Y3	Handwriting	Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Beginning to use the diagonal and horizontal strokes more fluently that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in longer pieces of writing.	<i>I am beginning to join my letters when writing.</i>	<i>I am beginning to join my letters more fluently when writing longer pieces.</i>
Y3	Handwriting	Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.</i>

WRITING SKILLS PROGRESSION

Year 3



BOND PRIMARY SCHOOL

		the ascenders and descenders of letters do not touch]. ↳ GD objective: Beginning to increase the legibility, consistency and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] over sustained pieces of writing.		
Y3	Composition			
Y3	Composition	Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ↳ GD objective: Plan their writing by beginning to discuss and evaluate writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts written before.</i>	<i>I plan my writing by evaluating similar texts written before.</i>
Y3	Composition	Plan their writing by beginning to discuss and record ideas. ↳ GD objective: Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.	<i>I am able to make notes about what I will write about.</i>	<i>I am able to make notes independently about what I will write about across a range of styles.</i>
Y3	Composition	Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I use different sentence structures and some better vocabulary in my writing.</i>	<i>I use different sentence structures independently and the most effective vocabulary in my writing.</i>
Y3	Composition	[KEY] Draft and write by organising simple paragraphs around a theme. ↳ GD objective: Draft and write by confidently organising structured, simple paragraphs around a theme across a range of styles.	<i>I can draft my work into short paragraphs.</i>	<i>I can confidently draft my work into short paragraphs across a range of styles.</i>
Y3	Composition	[KEY] Draft and write by creating simple settings, characters and a basic plot in narratives. ↳ GD objective: Draft and write by automomously creating simple settings, characters and a basic plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>	<i>I can independently organise my writing using settings, characters and plot.</i>
Y3	Composition	[KEY] Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by beginning to automomously use simple organisational devices in non-narrative material [for example: headings and sub-headings] across a range of styles.	<i>I can organise my writing by using headings.</i>	<i>I can organise my writing by using headings independently across a range of styles.</i>

WRITING SKILLS PROGRESSION

Year 3



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Y3	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. ↳ GD objective: Evaluate and edit by beginning to analyse and evaluate the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work add some improvements to the texts.</i>	<i>I can edit my own work add some improvements to the texts as a result of evaluating my own and others' work.</i>
Y3	Composition	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences independently	<i>I can edit written work to improve the use of vocabulary.</i>	<i>I can edit written work independently to improve it, choosing much more effective vocabulary.</i>
Y3	Composition	[KEY] Proof-read for some spelling and punctuation errors. ↳ GD objective: As part of their own routine, proof-read for some spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>	<i>When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.</i>
Y3	Composition	Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. ↳ GD objective: Read aloud their own writing to a range of audiences using increasing intonation and control of tone and volume so that the meaning is distinct and clear.	<i>I can read my writing out to an audience in a clear manner.</i>	<i>I can read my writing out more confidently to a range of audiences in a clear manner.</i>
Y3	Vocabulary Grammar Punctuation			
Y3	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by independently using an increasing range of appropriate conjunctions.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>	<i>I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.</i>
Y3	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>	<i>I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.</i>
Y3	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Independently apply and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>	<i>I can apply the grammar rules set out in my grammar list independently.</i>

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Year 3



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Y3	Vocabulary Grammar Punctuation	<p>[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.</p> <p>↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by confidently using conjunctions, adverbs and prepositions to accurately express time and cause in a range of contexts.</p>	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>	<i>I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.</i>
Y3	Vocabulary Grammar Punctuation	<p>Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the formation of nouns using and applying a range of prefixes [for example super-, anti-, auto-] in a range of contexts.</p>	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>	<i>I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
Y3	Vocabulary Grammar Punctuation	<p>[KEY] Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the use of the forms a or an confidently according to whether the next word begins with a consonant or a vowel [for example: a rock, an open box].</p>	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>	<i>I know when to use 'a' or 'an' confidently depending on what the next word begins with.</i>
Y3	Vocabulary Grammar Punctuation	<p>Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding word families based on common words, confidently showing how words are related in form and meaning [for example: solve, solution, solver, dissolve, insoluble].</p>	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>	<i>I know a wide range of words which belong to different word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	<p>Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding and using paragraphs as a way to group related material; explaining the need to start a new paragraph.</p>	<i>I group ideas I write about into paragraphs.</i>	<i>I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	<p>Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 independently using headings and sub-headings to aid presentation in a range of contexts.</p>	<i>I use headings and sub-headings to structure and present my work.</i>	<i>I use headings and sub-headings independently to structure and present my work across a range of genres.</i>

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Year 3



BOND PRIMARY SCHOOL

KS 2 Y3	Vocabulary Grammar Punctuation	<p>[KEY] Use grammatical terminology for Year 3 beginning to use invertedcommas to punctuate direct speech.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 confidently and mostly accurately using inverted commas to punctuatedirect speech.</p>	<p><i>I know that inverted commas are used to open and close what some one is saying in a text.</i></p>	<p><i>I know that inverted commas are used to open andclose what some one is saying in a text and I use itconfidently in my writing.</i></p>
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WRITING SKILLS PROGRESSION

Year 4



Year group	Strand	Objective	Child Speak Target	Greater Depth Target
Y4	Transcription			
Y4	Transcription	Use further prefixes and suffixes and understand how to add them(English Appendix 1). ↳ GD objective: Independently apply further prefixes and suffixes in a range of contexts (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>	<i>I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.</i>
Y4	Transcription	Spell further homophones. ↳ GD objective: Spell a wider range of homophones independently and use them correctly in their writing.	<i>I can spell an increasing number of homophones.</i>	<i>I can spell a wide range of number of homophones independently and can use them correctly in my work.</i>
Y4	Transcription	Spell words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a wider range of words that are often misspelt and use them accurately in their work in a range of contexts (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	<i>I am able to spell an increasing number of words that are often misspelt and include them in my writing.</i>
Y4	Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Independently place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and inwords with irregular plurals [for example: children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>	<i>I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.</i>
Y4	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary. ↳ GD objective: Independently use the first three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>	<i>When using a dictionary, I can use the first three letters of a word to check its' meaning independently.</i>
Y4	Transcription	[KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>	<i>I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.</i>
Y4	Handwriting			
Y4	Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Consistently and fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>	<i>In handwriting, I know which letters are appropriate to join and I can join them consistently.</i>

WRITING SKILLS PROGRESSION

Year 4



Y4	Handwriting	<p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>↳ GD objective: Increase the speed, fluidity and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i></p>	<p><i>My joined handwriting is fluid from letter to letter with all letters the same height and the correct distance apart from each other.</i></p>
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Y4	Composition			
Year group	Strand	Objective	Child Speak Target	Greater Depth Target
Y4	Composition	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>↳ GD objective: Plan their writing by independently discussing and comparing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p><i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i></p>	<p><i>I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.</i></p>
Y4	Composition	<p>Plan their writing by discussing and recording ideas.</p> <p>↳ GD objective: Plan their writing by discussing and recording a range of creative ideas in a range of contexts.</p>	<p><i>I am able to use ideas to plan my writing.</i></p>	<p><i>I am able to use a range of creative ideas to plan my writing.</i></p>
Y4	Composition	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>↳ GD objective: Draft and write by independently composing and rehearsing creative sentences orally (including dialogue), progressively building and using more creative and richer vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<p><i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i></p>	<p><i>I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.</i></p>
Y4	Composition	<p>Draft and write by organising paragraphs around a theme.</p> <p>↳ GD objective: Draft and write by appropriately organising paragraphs around a theme in a range of contexts.</p>	<p><i>I can draft my work into paragraphs.</i></p>	<p><i>I can draft my work into suitable paragraphs.</i></p>
Y4	Composition	<p>Draft and write by creating settings, characters and plot in narratives.</p> <p>↳ GD objective: Draft and write by creating a diverse range of effective settings, characters and plot in narratives.</p>	<p><i>I can organise my writing using different settings, characters and plot.</i></p>	<p><i>I can organise my writing using a wide range of effective settings, characters and plot.</i></p>

WRITING SKILLS PROGRESSION

Year 4



Y4	Composition			
Year group	Strand	Objective	Child Speak Target	Greater Depth Target
Y4	Composition	Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by independently using simple organisational devices in non-narrative material [for example: headings and sub-headings] in a range of contexts.	<i>I can organise my writing by using headings and sub-headings.</i>	<i>I can organise my writing independently by using headings and sub-headings.</i>
Y4	Composition	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. ↳ GD objective: Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>	<i>I can edit my own work and that of others and add a range of valid improvements to the texts.</i>
Y4	Composition	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ GD objective: Evaluate and edit by proposing effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences in a range of contexts.	<i>I can edit written work to improve the use of grammar.</i>	<i>I can edit written work to effectively improve the use of grammar.</i>
Y4	Composition	Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for all spelling and punctuation errors in a range of contexts.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>	<i>When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.</i>
Y4	Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ↳ GD objective: Confidently read aloud their own writing, to a group or the whole class, using a range of appropriate intonation and controlling the tone and volume so that the meaning is clear and the audience is engaged.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>	<i>I can confidently read my writing out, engaging an audience in an interesting and clear manner.</i>

WRITING SKILLS PROGRESSION

Year 4



Y4	Vocabulary Grammar Punctuation			
Year group	Strand	Objective	Child Speak Target	Greater Depth Target
Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using commas after fronted adverbials. ↳ GD objective: Indicate grammatical and other features by independently using commas after fronted adverbials in a range of contexts.	<i>I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.</i>	<i>I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.</i>
Y4	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.</i>
Y4	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials. ↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>	<i>I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I heard the bad news'.</i>
Y4	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. ↳ GD objective: Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.	<i>I know I should not write in the same way that I talk.</i>	<i>I know I should not write in the same way that I talk and I should write in Standard English when necessary.</i>
Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns. ↳ GD objective: Indicate grammatical and other features by accurately indicating possession by applying the possessive apostrophe with plural nouns in a range of contexts.	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>	<i>I always show I know how to correctly apply the possessive apostrophe with plural nouns in my writing.</i>

WRITING SKILLS PROGRESSION

Year 4



BOND PRIMARY SCHOOL

Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using and punctuating direct speech. ↳ GD objective: Indicate grammatical and other features by using and accurately punctuating direct speech.	<i>I can punctuate speech in a text.</i>	<i>I can punctuate speech in a text accurately.</i>
Y4	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Use, understand and apply the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading independently.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>	<i>I can talk about my work using the learning from my Year 4 grammar list independently.</i>
Y4	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>	<i>I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.</i>

WRITING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Transcription			
KS 2 Y5	Transcription	Use some prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.	<i>I add some prefixes and suffixes.</i>	<i>I add some prefixes and suffixes to create other words and use them in my writing.</i>
KS 2 Y5	Transcription	Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Beginning to spell some words with 'silent' letters [for example: knight, psalm, solemn] and use them in context in their work.	<i>I can spell some words that include silent letters.</i>	<i>I can spell some words that include silent letters and use them in context in my work.</i>
KS 2 Y5	Transcription	Beginning to distinguish between homophones and other words which are often confused. ↳ GD objective: Beginning to distinguish between homophones and other words which are often confused, including them in their writing independently.	<i>I know some words sound the same but are spelled differently.</i>	<i>I know some words sound the same but are spelled differently and include them in my writing independently.</i>
KS 2 Y5	Transcription	Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. ↳ GD objective: Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of a range of words needs to be learnt specifically, as listed in English Appendix 1, using them in their writing.	<i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i>	<i>I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use these in my writing.</i>
KS 2 Y5	Transcription	Beginning to use dictionaries to check the spelling and meaning of words. ↳ GD objective: Beginning to use dictionaries to check the spelling and meaning of words independently.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>	<i>I am beginning to use a dictionary to check how words are spelled and what words mean independently.</i>
KS 2 Y5	Transcription	Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>	<i>I use the first three letters of a word to quickly find it in a dictionary accurately.</i>
KS 2 Y5	Transcription	Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding the most appropriate words in my text.</i>
KS 2 Y5	Handwriting			
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with increasing speed by	<i>I make sure others can read my handwriting.</i>	<i>I make sure others can read my handwriting with ease, across sustained pieces of writing.</i>

		beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters across sustained pieces of writing.		
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task, explaining their choices.	<i>I often choose the writing tool that is best suited for a task.</i>	<i>I can explain why I choose the writing tool that is best suited for a task.</i>
KS 2 Y5	Composition			
KS 2 Y5	Composition	[KEY] Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>	<i>I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.</i>
KS 2 Y5	Composition	Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by beginning to independently note and creatively develop initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then develop my initial ideas.</i>	<i>I plan my writing by making notes independently and then creatively develop my initial ideas.</i>
KS 2 Y5	Composition	Plan their writing by beginning to consider how authors have developed characters and settings. ↳ GD objective: Plan their writing by beginning to analysing how authors have developed characters and settings creatively.	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>	<i>I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.</i>
KS 2 Y5	Composition	Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by beginning to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>	<i>I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.	<i>I review my work to add description to develop settings and characters.</i>	<i>I review my work to add creative description to develop settings and characters.</i>
KS 2 Y5	Composition	Draft and write by beginning to precis longer passages. ↳ GD objective: Independently draft and write by beginning to precis longer passages without losing the meaning of the text.	<i>I can precis a passage to create a sentence with the same meaning.</i>	<i>I can precis a passage independently without losing the meaning of the text.</i>
KS 2 Y5	Composition	Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help</i>	<i>I can use details across my texts to help link</i>

		↳ GD objective: Draft and write by beginning to more independently use a range of devices to build cohesion within and across paragraphs.	<i>link paragraphs together into a full text.</i>	<i>paragraphs together into a full text more confidently.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. ↳ GD objective: Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example: headings, and bullet points] independently.	<i>I use headings and bullet points to structure my writing.</i>	<i>I use headings and bullet points to structure my writing independently.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	<i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>	<i>I edit my texts to improve their content effectively.</i>
KS 2 Y5	Composition	[KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.	<i>I use the correct tense throughout a piece of writing.</i>	<i>I independently use the correct tense throughout sustained piece of writing in different styles.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by beginning to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>	<i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i>
KS 2 Y5	Composition	[KEY] Beginning to proof-read for spelling and punctuation errors. ↳ GD objective: Beginning to proof-read for spelling and punctuation errors independently.	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>	<i>I can read through my work to correct some spelling and punctuation mistakes independently.</i>
KS 2 Y5	Composition	Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>	<i>I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.</i>
KS 2 Y5	Vocabulary Grammar Punctuation			
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. ↳ GD objective: Deepen their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>	<i>I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.</i>

		of possibility in a range of contexts.		
KS 2 Y5	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. ↳ GD objective: Indicate grammatical and other features by always using brackets, dashes or commas to indicate parenthesis when required.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>	<i>I always use brackets, dashes or commas when required to create an explanation section in a sentence.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Independently use and understand the full range grammatical terminology in English Appendix 2 Year 5 accurately, confidently and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>	<i>I can talk confidently about my work using all of the learning from my Year 5 grammar list independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>	<i>I begin sentence clauses with who, which, where, when, whose, that or with independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ↳ GD objective: Use and apply grammatical terminology for Year 5 converting nouns or adjectives into verbs confidently using a wider range of suffixes [for example: -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>	<i>I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding and confidently applying verb prefixes [for example: dis-, de-,mis-, over, and re-].	<i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>	<i>I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding devices to build cohesion within paragraphs independently.	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>	<i>I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding linking ideas across paragraphs, confidently using a range of adverbials of time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>	<i>I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].</i>

		seen her before].		
KS 2 Y5	Vocabulary Grammar Punctuation	<p>[KEY] Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p> <p>↳ GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.</p>	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>	<i>I use commas independently to structure my sentences and clarify the meaning of a text.</i>

WRITING Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y6	Transcription			
KS 2 Y6	Transcription	[EXS] [KEY] Use further prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Correctly apply in a range of contexts more prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>	<i>I use and apply prefixes and suffixes using the rules we have worked on in class.</i>
KS 2 Y6	Transcription	[EXS] [KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Independently spell more words with 'silent' letters [for example: knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>	<i>I can spell more words that include silent letters independently, such as knight, psalm and solemn.</i>
KS 2 Y6	Transcription	[EXS] [KEY] Continue to distinguish between homophones and other words which are often confused. ↳ GD objective: Confidently distinguishes between a range of homophones and other words which are often confused.	<i>I know some words that sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>	<i>I know a range of words that sound the same but are spelled differently and can confidently point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
KS 2 Y6	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. ↳ GD objective: Use knowledge of morphology and etymology in spelling and understand that the spelling of a wider range of words needs to be learnt specifically, as listed in English Appendix 1.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>	<i>I confidently apply the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
KS 2 Y6	Transcription	Use dictionaries to check the spelling and meaning of words. ↳ GD objective: Use dictionaries accurately and independently to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>	<i>I use a dictionary accurately to check how words are spelled and what words mean.</i>
KS 2 Y6	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>	<i>I use the first four letters of a word to quickly find it in a dictionary independently</i>
KS 2 Y6	Transcription	Use a thesaurus. ↳ GD objective: Confidently use a thesaurus in a range of contexts.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>	<i>I use a thesaurus to confidently improve my vocabulary use, using a wider set of different words in my text.</i>
KS 2 Y6	Handwriting			
KS 2 Y6	Handwriting	[EXS] [KEY] Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with speed by confidently choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>	<i>I make sure others can read my handwriting and confidently decide whether or not to join specific letters.</i>

KS 2 Y6	Handwriting	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with speed by consistently choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>	<i>I consistently choose the writing tool that is best suited for a task.</i>
KS 2 Y6	Composition			
KS 2 Y6	Composition	[EXS] [KEY] Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by accurately identifying the audience for and purpose of the writing, independently selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>	<i>I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.</i>
KS 2 Y6	Composition	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by independently noting and developing initial ideas, drawing on reading and research where necessary in a range of contexts.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>	<i>I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
KS 2 Y6	Composition	Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. ↳ GD objective: Plan their writing by considering in depth how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>	<i>I plan my writing by considering in detail how other authors have developed characters and settings.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write in a range of contexts by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>	<i>I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by creatively describing settings, characters and atmosphere and integrating appropriate dialogue to convey key character elements and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>	<i>I review my work to creatively describe and develop settings, characters and the narrative atmosphere.</i>
KS 2 Y6	Composition	Draft and write by precisising longer passages. ↳ GD objective: Draft and write by independently precisising longer passages across a range of subjects.	<i>I can precis a longer passage to create a short text with the same meaning.</i>	<i>I can precis a longer passage independently to create a short text with the same meaning.</i>
KS 2 Y6	Composition	[EXS] [KEY] Draft and write by using a wide range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by confidently applying a wider range of devices to build cohesion within and across paragraphs in a range of	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>	<i>I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.</i>

		contexts.		
KS 2 Y6	Composition	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. ↳ GD objective: Draft and write by independently applying further organisational and presentational devices to structure text and to guide the reader [for example: headings, bullet points, underlining] in a range of contexts.	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>	<i>I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.</i>
KS 2 Y6	Composition	Evaluate and edit by assessing the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by confidently assessing the effectiveness of their own and others' writing in a range of contexts.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>	<i>I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
KS 2 Y6	Composition	[EXS] [KEY] Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ↳ GD objective: Evaluate and edit by independently proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in a range of contexts.	<i>I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</i>	<i>I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
KS 2 Y6	Composition	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by always ensuring the consistent and correct use of tense throughout a piece of writing in a range of contexts.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>	<i>I always ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
KS 2 Y6	Composition	[EXS] [KEY] Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by independently ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register in a range of contexts.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>	<i>I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
KS 2 Y6	Composition	Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for spelling and punctuation errors in a range of contexts.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>	<i>I accurately proof-read my work to correct spelling and punctuation mistakes.</i>
KS 2 Y6	Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>	<i>I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
KS 2 Y6	Vocabulary Grammar Punctuation			
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by using hyphens to avoid ambiguity. ↳ GD objective: Indicate grammatical and other features by using hyphens confidently to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>	<i>I use hyphens confidently to ensure the reader understands exactly what I mean. For example- man eating shark is not the same as man-eating shark.</i>

KS 2 Y6	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by recognising and applying a wider range vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>	<i>I can write out formal speech or texts applying a wider range of appropriate vocabulary.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using a range of passive verbs to affect the presentation of information in a sentence in a range of contexts.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>	<i>I independently use a range of passive verbs to affect the focus of information in a sentence - for example: I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. ↳ GD objective: Use and apply grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example: big, large, little] and choose the most appropriate alternative for effect.	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>	<i>I know many words have similar meanings (synonyms) and others have opposite meanings (antonyms) and I choose the most suitable word for its effect.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ↳ GD objective: Use and apply grammatical terminology for Year 6 independently linking ideas across fluently paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example: the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>	<i>I independently link ideas fluently across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. ↳ GD objective: Independently use and apply grammatical terminology for Year 6 understanding layout devices [for example: headings, sub-headings, columns, bullets, or tables, to structure text] across a range of styles and subjects.	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables independently across a range of styles and subjects.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. ↳ GD objective: Indicate grammatical and other features by confidently using semi-colons, colons or dashes to mark boundaries between	<i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i>	<i>I can confidently mark out separate clauses in a sentence by using a semi-colon or colon.</i>

		independent clauses.		
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by using a colon to introduce a list. ↳ GD objective: Indicate grammatical and other features by independently using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>	<i>Independently, I use a colon to indicate the beginning of a list</i>
KS 2 Y6	Vocabulary Grammar Punctuation	[EXS] [KEY] Indicate grammatical and other features by punctuating bullet points consistently. ↳ GD objective: Indicate grammatical and other features by independently punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>	<i>Independently, I use bullet points accurately when constructing a list.</i>
KS 2 Y6	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading at a greater depth.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>	<i>I can talk about my work using the learning from my Year 6 grammar list in greater depth.</i>



Bond Primary School Lesson Design & Implementation

ENGLISH Class Writing Projects in KS2

What will we see?	What will this look like?	Why?
Substantive Knowledge Gathering:	<p><u>Generating Ideas</u> ~ What might this type of writing look like? What is the purpose of this type of writing? Who is the audience? ~ Chd draw on what they may have learnt about the genre from previous writing projects.</p> <p><u>Ideas Mining</u> Beginning the session with Quick Writes, allowing chd to recall their personal thoughts, experiences and ideas ready to be used potentially in their final product.</p> <p><u>Writing, Revising, Editing</u> The chd begin the session by rereading their writing, editing and proofreading, focusing on skills taught in the Mini Lessons and correcting basic errors.</p>	<p>Learning is a change to long-term memory ** Chris Quigley</p> <p>When children recall instant facts we know that this helps to commit to long term memory. We know that if this is done consistently, children are more likely to remember and commit to long term memory.</p>
Disciplinary Knowledge	<p>Gathering information Presenting Findings Asking Questions</p> <p><u>Generating Ideas</u> Using W4P Genre-Booklets and other sources of writing to help you, examine & discuss a variety of <u>mentor texts</u> and list what your writing is going to have to do and include to be at its most successful and meaningful. This is also an opportunity to examine & discuss a variety of texts which are <i>not</i> effective. Reflect on what your writing will have to do to ensure it doesn't fall into the same problems.</p> <p><u>Planning</u> Give chd time to try out different ideas for their own writing. Include Quick Write opportunities. <u>Mini Lessons. (10-15 mins)</u> Using mentor texts to teach an aspect of writing technique or process. These can also be functional grammar lessons which are an opportunity to examine and teach why writers use certain grammatical or linguistic features.</p> <p><u>Writing, Revising and Editing</u> ~ <u>Mini lessons. (10-15 mins)</u> Continue teaching writing skills and grammar lessons, but these are responsive to what you feel your class needs most from their writing so far. Mini lessons in this phase can also focus on</p>	<p>Research shows that children enjoy writing when they know what to do and how to do it.</p> <p>Mentor texts have tried to accomplish the very same thing you're trying to achieve in your own writing project. They may also serve to show chd what to avoid in their own writing.</p> <p>Research shows that children produce better texts when they write about the things to are most interested in, motivated by, and knowledgeable about. It's important that you spend a good amount of time helping children generate a whole host of potential writing ideas.</p> <p>Research shows that children enjoy writing when they know what to do and how to do it. Therefore, they need world-class daily writing instruction. This is best done through mini-lessons</p>

	<p>teaching drafting and revising skills. Revising is about re-seeing, re-thinking, reviewing and otherwise transforming drafted writing. Instead, it involves children regularly rereading, discovering new insights, 'up-levelling' and otherwise improving their compositions.</p>	<p>which precede daily writing time. Why? Because children know they are going to learn about something that is going to be useful to them that day.</p>
Application of learning	<p><u>Planning and Writing</u> The main bulk of a writing lesson should be allowing children to write independently and to try out ideas. Providing planning grids can help children organise their thoughts and ideas prior to drafting. However, some children find them restricting, which can result in their writing being tentative or inhibited. With this in mind, it's important to realise that planning grids don't suit all children. Some children like to use other methods. And if children do choose to use a planning grid, they should not feel that they are bound to stick to their plan.</p> <p><u>Class Sharing</u> Writing sessions should be punctuated with opportunities for children to share and discuss their writing with their peers. You can discuss how their writing is going or how they've applied a particular technique or how they achieved a particular product goal. They should also invite their peers to give them praise and advice on their developing piece.</p>	<p>Children only get better at writing if they are given ample daily time in which to write. They need purposeful, extensive and repeated practice in the craft of writing.</p>
Verbal feedback /Live marking	<p><u>Pupil-Conferencing.</u> This is where you go around the classroom and get into brief conversation with individual children about how their writing is going. You are there to give additional responsive instruction, advice, praise, hints and tips.</p> <p><u>Daily Book Look:</u> Each day, you will look at one group's writing in more detail, recording your notes in the Teacher Writing Journal. This will lead to verbal or written feedback, and can also direct your Mini-Lesson for the following day.</p>	<p>EEFS Review of the evidence of written marking. We define live marking as 'timely & specific'. Alignment to EEFS 2021 guidance on feedback principles. Workload Explicit Direct Instruction</p>

Ordinarily Available Guidance

Compositional Writing

- The development of oracy skills is given high importance and writing is supported by high quality talk activities.
- There is an understanding of the relation between expressive language and compositional writing.
- Awareness of prior experiences when designing writing tasks and what multisensory activities might be needed for first-hand experience.
- Strategies to actively develop learners' imagination through story telling employed such as puppets, story boxes, visual story mats, images and pictures.

- The different genres are modelled by an adult and the features of each genre taught in a structured format. Quality texts/video/YouTube clips are used to inspire pupil's imagination for compositional writing.
- Images used to support vocabulary learning, including the use of Widgit to encourage/support recording.
- Explicit teaching of the organisational skills required for longer pieces of writing e.g. the structural and grammatical features of particular genres of writing.
- Shared writing strategies are used in the decision processes around composition. Pupils are active participants in class composition session.
- Models of examples of works should be available

Transcriptional Writing

- Explore the reasons underlying any difficulties with recording to identify the barrier, this could be related to physical, emotional or cognitive needs. e.g. poor core strength, fine motor skills, poor formation of letters.
- Have knowledge regarding possible aids or strategies for handwriting e.g. different pencil grips, sloping boards, correct posture
- Pupils receive support to use alternative recording which may include speech to text technology or predictive text, Dictate in Word, ReadWrite, Google Voice Typing in Chromebook, Windows 11 includes built in Voice Access plus possible specialist software e.g. Word Q and Speak Q.
- Some pupils may require motivational activities to encourage them to write. Clarity about expectations and some CYP may need to know how much writing is expected of them in a lesson. Some pupils may require visual/ kinesthetic support to follow routines in writing tasks and aid memory e.g. 'Think of a sentence', 'Say the sentence', 'Write the sentence', 'Check it makes sense'.
- Scaffolds used to aid pupils should be carefully managed, for example, if picture, symbol, word supports are presented together then one support should be withdrawn at the appropriate time to develop independence
- A structured approach to teaching spelling which includes incorporating a variety of approaches such as analogy, 'identify' tricky parts, mnemonics, syllable training, morphology, etymology.
- Use of phoneme mats to support spelling and appropriate word banks symbol supported if required (written scaffold) to support independent writing.
- A structured approach to the teaching of fluent handwriting with appropriate exercises if required.
- Copying should be avoided as much as possible
- Finding the right age and stage to introduce touch typing as a method of recording.
- Alternative ways of recording are available for all pupils and may include drawing, mind-mapping, apps, voice and video recordings as appropriate to the task and the pupil.
- Sentence scaffolds/ talk frames (written scaffolds) to support grammatical organisation of sentences and staff are aware of the different type of scaffolds which are available; visual, verbal, written.
- The use of human scribes is kept to a minimum, particularly in upper KS2 and beyond in order to promote independence and equip pupils for adult life through the use of adaptive technology.

What to look out for in pupils writing

Handwriting	<ul style="list-style-type: none"> • incorrect letter formation and size (do the letters begin on the line? Are letters a consistent size? are some letters bigger than others?) <i>NB letters should be formed using the Letterjoin font</i> • spacing between letters / words • mixing upper and lower case letters (are there particular letters which are always capitals?) • are letters sitting <u>on</u> the line? • are ascenders tall enough? (l,t,h,b,d,k,f) • do descenders go <u>under</u> the line? (y,p,g,q) • do letters join correctly? ('r' is often joined incorrectly) • is the child's pencil sharp? • does the child need to <i>start</i> joining? or <i>stop</i> joining until their letter formation and size is consistent? • are they using a capital 'I' for 'I'm, I'll, I've'? 	Spelling	<ul style="list-style-type: none"> • are the Year 1 and 2 common exception words correctly spelt? • are there spelling rules which need addressing? e.g doubling 'p' for 'clapping, dropping etc' • are common homophones spelt correctly? there/their/they're or your / you're • is the pupil correctly changing verbs in different tenses? e.g run, running, ran • are they using the correct past tense form of 'to be' (we were, I was, they were) • are pupils copying spellings incorrectly? (from the board, a sheet, a wordbank?) • are plural words spelt correctly?
Punctuation	<ul style="list-style-type: none"> • are basic sentences punctuated correctly? (full stop and capital letter?) • is the pupil using a capital letter for proper nouns? (names of people, places, days of week, specific person, place or thing?) • is the pupil using an apostrophe to show contraction or possession? (check they are not putting apostrophes on plural words) • are ? and ! being used correctly? ('!' should be used to show STRONG emotion, not just when someone is shouting) • are KS2 pupils using commas to separate clauses? • are KS1 pupils using commas to separate items in a list? 	Also look out for...	<ul style="list-style-type: none"> • is the pupil using conjunctions to join ideas? (yr. grp appropriate) • Year 3 upwards ~ is the writing organised into paragraphs? (does the pupil understand when to start a new paragraph?) • do all the sentences begin in the same way? (do you need to specifically teach the pupils different ways to begin a sentence?) • are the noun phrases simple? could they be improved / detail added? • WORD CHOICE ~ this can ALWAYS be improved upon (teach pupils to experiment with word choices) • are language features such as similes and metaphors being used appropriately? (pupils often add these simply to tick boxes)