



	Contexts for Writing	Planning Writing	Drafting Writing	Editing Writing
Reception				
Year 1	/	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing</li> </ul>	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> </ul>

	write in order to understand and learn from its structure, vocabulary and grammar	sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul>	and suggesting improvements <ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and</li> </ul>

	<p>developed characters and settings in what pupils have read, listened to or seen performed</p>		<p>convey character and advance the action</p> <ul style="list-style-type: none"> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>
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