



Ashdene Primary School – Writing Curriculum

Purpose of Study	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
Aims	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p> <p>The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none">• read easily, fluently and with good understanding• develop the habit of reading widely and often, for both pleasure and information• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language• appreciate our rich and varied literary heritage• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Listening, Attention and Understanding <u>ELG 2020</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	Attainment Targets	Spoken language					
		Pupils should be taught to: <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 					



EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Speaking		Composition processes: Crafting					
<p>Reception Phase Learning Connect one idea or action to another using a range of connectives. Describe some events in detail. Use talk to work out problems and organize thinking and activities, explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG 2020 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>	Crafting	<p>Verbalise what they wish to write about and compose sentences orally before writing.</p>	<p>Verbalise what they wish to write about and compose sentences orally before writing.</p> <p>Write down ideas and/or key words, including new vocabulary which may be useful for writing</p>	<p>Discuss and analyse models of writing, similar to that which they are planning to write, in order to understand and learn from its structure and vocabulary (apply to all genres listed)</p> <p>Write down ideas and/or key words, including new vocabulary which may be useful for writing</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and applying gained knowledge of different sentence structures.</p>	<p>Discuss and analyse models of writing, similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar (apply to all genres listed)</p> <p>Write down ideas and/or key words, including new vocabulary which may be useful for writing</p> <p>Compose and rehearse sentences orally (including dialogue) when appropriate, progressively building a varied and rich vocabulary and applying gained knowledge of different sentence structures.</p>	<p>Discuss and analyse models of writing, similar to that which they are planning to write, in order to identify how structure, vocabulary and grammar are manipulated for purpose and audience</p> <p>Note and develop initial ideas, drawing on reading, research (where necessary) and discussions</p>	<p>Discuss and analyse models of writing, similar to that which they are planning to write, in order to identify how structure, vocabulary and grammar are manipulated for purpose and audience</p> <p>Note and develop initial ideas, drawing on reading, research (where necessary) and discussions</p>



<p>fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>							
<p>ELG 2020 Write short sentences with words with know-letter sound correspondences using a capital letter and full stop</p>	Structure	<p>Sequence sentences to form short narratives</p>	<p>Ensure narratives have a clear structure with beginning, middle and end</p>	<p>Ensure narrative has a clear structure by introducing paragraphs around a theme (e.g. setting description, character introduction)</p>	<p>Organise paragraphs around a theme (e.g. creating a spooky atmosphere), beginning to interweave description and action to achieve this.</p> <p>In narratives, create settings, characters and plot through paragraphing, ensuring each paragraph has a purpose and the plot has a clear structure</p> <p>Use pronouns for cohesion within paragraphs</p>	<p>In writing narratives, develop settings, characters and atmosphere, interweaving these within and across paragraphs.</p> <p>Consider how to structure writing fit for purpose. E.g. in narratives, when do you require a new paragraph and why</p> <p>Begin to use cohesive devices to link paragraphs together (e.g. adverbials, pronouns etc)</p>	<p>In writing narratives, develop settings, characters, atmosphere and plot, interweaving these within and across paragraphs.</p> <p>Structure writing to successfully meet the purpose</p> <p>Use a wide range of devices to build cohesion within and across paragraphs, ensuring writing ‘flows’</p>



EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Composition processes: Different Genres							
Mark making Labelling Captions Speech bubbles Instructions Letter List writing Informing – fact sheets Recount of personal experience GDS: Narrative	Genres	Narratives about personal experiences and real events Traditional narrative Recount Instructions Letter Lists Explanation Non-chronological report	Narratives about personal experiences and real events Traditional narrative Recount Instructions Letter Explanation Non-chronological report	Narrative Recount Instructions Letter Explanation Non-chronological report Diary Leaflet/Advert Biography	Narrative Instructions Letter Explanation Non-chronological report Diary Leaflet/Advert Biography	Narrative Instructions Letter Explanation Non-chronological report Diary Leaflet/Advert Biography Argument Speech	Narrative Instructions Letter Explanation Non-chronological report Diary Leaflet/Advert Biography Argument Speech Year 6: focus on subtle differences in formality within genres
	Crafting and structure	Children are exposed to a variety of writing genres and understand that writing comes in different styles for different purposes	Identify, discuss and understand the differences between fiction and non-fiction writing, always referring to the audience and the purpose of the writing.	Identify, discuss and understand the differences between fiction and non-fiction writing, always making reference to the audience and the purpose of the writing Identify features of formal and informal writing In non-narrative material, use simple	Identify, discuss and understand the differences between an increasing array of writing genres, always making reference to the audience and the purpose of the writing Identify features of formal and informal writing In non-narrative material, use further	Identify, discuss and understand the differences between an increasing array of writing genres, always making reference to the audience and the purpose of the writing Identify features of formality and informality in different writing genres	Identify, discuss and understand the differences between an increasing array of writing genres, always making reference to the audience and the purpose of the writing Identify features of formality and informality in different writing genres, appreciating that



Ashdene Primary School

passionate about learning

				organisational devices [for example, headings and sub-headings]	organisational and presentational devices to structure text and to guide the reader [for example, headings and sub-headings; numbered lists; captions and questions]	In non-narrative material, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, quotations an questioning] fitting for the purpose for the text	formality is a continuum rather than linear. In non-narrative material, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, quotations and questioning] fitting for the purpose for the text
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EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Composition processes: Editing and Performing							
<p>Reception Phase Learning</p> <p>Re-read what they have written to check that it makes sense</p>	Editing and remodeling	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Proof-read and edit errors in spelling, grammar and punctuation</p>	<p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read and edit errors in spelling, grammar and punctuation features from previous year groups, and those which have been taught so far this year</p> <p>Evaluate their writing with the teacher and other pupils</p>	<p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous and perfect forms</p> <p>Proof-read and edit errors in spelling, grammar and punctuation features from previous year groups, and those which have been taught so far this year</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Assess the effectiveness of their own and others' writing in meeting the purpose</p>	<p>Re-read to check that their writing makes sense and that the correct tense is used mostly consistently throughout</p> <p>Proof-read and edit errors in spelling, grammar and punctuation features from previous year groups, and those which have been taught so far this year</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Assess the effectiveness of their own and others' writing in meeting the purpose and propose simple changes (e.g. vocabulary choices, sentence structure etc)</p>	<p>Re-read to check that their writing makes sense and that the correct tense is used consistently throughout</p> <p>Proof-read and edit errors in spelling, grammar and punctuation features from previous year groups, and those which have been taught so far this year</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Assess the effectiveness of their own and others' writing in meeting the purpose and propose changes to vocabulary choices, grammar and punctuation to enhance meaning and/or to achieve effect</p> <p>Ensure correct subject and verb agreement</p>	<p>Re-read to check that their writing makes sense and that the correct tense is used consistently throughout</p> <p>Proof-read and edit errors in spelling, grammar and punctuation features from previous year groups, and those which have been taught so far this year</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Assess the effectiveness of their own and others' writing in meeting the purpose and propose changes to vocabulary choices, grammar and punctuation to enhance meaning and/or to achieve effect</p> <p>Ensure correct subject and verb agreement</p>



						when using singular and plural	when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Propose changes to rectify if this has not been achieved
<p>Reception Phase Learning Re-read what they have written to check that it makes sense</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	Performing	Read aloud their writing clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear.	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.	Use performance to identify potential edits in their own and other's writing e.g. use of pronouns to correct repetition and missing punctuation	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Use performance to identify potential edits in their own and other's writing e.g. cohesion, correctly ambiguity and how vocabulary, grammar and punctuation impact upon how the text is read



			Use dialogue (accurately punctuated) when explicitly instructed to do so	Vary sentence constructions to suit the purpose of the text, provide cohesion and to avoid repetition Use fronted adverbials to express when, where or how a verb was performed Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition In narratives, include simple dialogue correctly punctuated	In narratives, integrate appropriate dialogue (accurately punctuated)		
ELG 2020 Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop	Punctuation	Punctuate sentences using a capital letter and a full stop. Begin to use question marks and/or exclamation marks Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use appropriately and correctly full stops, capital letters, exclamation marks and question marks. Use commas for lists Use apostrophes for contracted forms and the possessive (singular)	Use appropriately and correctly full stops, capital letters, exclamation marks and question marks. Use commas for lists Indicate possession by using the possessive apostrophe with singular and plural nouns and consistently for contracted forms	Use appropriately and correctly full stops, capital letters, exclamation marks and question marks. Use commas for lists, after fronted adverbials and appropriately to join clauses in the absence of a conjunction Use apostrophes accurately	Use appropriately and correctly full stops, capital letters, exclamation marks and question marks. Use commas for the full range of purposes taught thus far Use commas to clarify meaning or avoid ambiguity in writing	Use appropriately and correctly full stops, capital letters, exclamation marks and question marks. In addition to grammatical accuracy, use commas to clarify meaning or avoid ambiguity in writing Use the full range of punctuation taught



			Use and punctuate direct speech	Accurately punctuate speech within narrative, including when dialogue is divided by the reporting clause	Use apostrophes accurately Accurately punctuate speech within narrative, including when dialogue is divided by the reporting clause Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Punctuate bullet points consistently	within KS1 and KS2 mostly correctly Use semi-colons, colons or dashes to mark boundaries between independent clauses
Grammatical terminology is both explicitly taught and referred to within writing, spelling and reading lessons (when appropriate). Knowledge of this terminology is cumulative and therefore terminology from previous years is frequently retrieved and applied in lessons, alongside new learning.						
Letter Digraph Trigraph Capital Letter Word Sentence Full stop Question mark Adjective Sound Segment Blend	Singular Plural Punctuation Exclamation Mark Adjective Noun Subject (noun) Verb Past tense	Noun phrase Statement Question Exclamation Command Compound Conjunction Adverb Tense (past, present) Apostrophe (Possessive Omitted/omission) Comma Progressive verb form	Preposition Conjunction (subordinating and coordinating) Clause Direct speech Inverted commas Present perfect verb form Object (noun)	Determiner Article Pronoun (including possessive and relative) Adverbial Relative clause	Modal verb Parenthesis Bracket Dash hyphen Cohesion Ambiguity Colon Bullet points	Active and Passive Ellipsis Semi-colon



EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spelling						
<p>ELG 2020 Spell words by identifying the sounds and then writing the sound with a letter or letters</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is 	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near-homophones</p>	<p>Spelling in KS2 is taught progressively through streaming – these objectives should also be referred to during writing lessons</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Begin to use a thesaurus.</p> <p>Children at the end of Year 4 should be able to spell the majority of words on the Year 3/4 word list.</p>	<p>Spelling in KS2 is taught progressively through streaming – these objectives should also be referred to during writing lessons</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus purposefully</p> <p>Children at the end of Year 6 should be able to spell the majority of words on the Year 5/6 word list.</p>		



	<p>needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		
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EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Handwriting							
<p>Reception Phase Learning Develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Form lower case and capital letters effectively</p> <p>ELG 2020 Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</p> <p>Write recognizable letters, most of which are correctly formed</p>	Attainment Targets	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Leave a space between words</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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 un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes 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>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task.</p>		



EFYS		Y1	Y2	Y3	Y4	Y5	Y6
		Working at a Greater Depth					
		A child can only be assessed as working at greater depth within the standard if they can confidently demonstrate the attainment criteria of their year group and those of the years preceding them, as well as the additional greater depth criteria.					
	Composition	<p>Apply learning independently in different contexts</p> <p>Writing follows a logical order, linking events and ideas</p> <p>Open a narrative with description rather than writing about an event</p> <p>Precisely chosen nouns and adjectives and technical words as appropriate</p> <p>Can edit with guidance</p>	<p>[Taken directly from NCA assessment framework]</p> <p>Write effectively and coherently for different purposes drawing on reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof reading corrections to their own writing</p>	<p>Begin to make choices about the appropriate style of writing for the purpose, drawing on reading to inform the vocabulary and grammar of their writing</p> <p>Write with increasing awareness of the reader, actively attempting to engage them and making authorial choices to impact the reader</p> <p>During independent editing changes are made to create greater impact on the reader</p> <p>Experiment with descriptive features encountered in reading [e.g. alliteration,</p>	<p>Demonstrates a good awareness of the audience, choosing vocabulary and structures to precisely fit the purpose</p> <p>Word choices are well considered and may be used to build a description, an event, tension or emotion as well as being specific and effective in non-fiction writing</p> <p>Can independently select to use formal or informal language appropriate to purpose</p> <p>Paragraphs are beginning to be linked to guide the reader through the text</p>	<p>Write clearly structured texts in different contexts with a clear purpose and audience to fit the genre and engage the reader, by precisely choosing grammar and vocabulary</p> <p>The level of formality is selected and managed appropriately for the register of the text</p> <p>Paragraphs are linked to guide the reader through the text</p> <p>Paragraphs in narrative support the plot structure and clearly signal changes in time, place and events, guiding the reader through the text</p>	<p>[Taken directly from NCA assessment framework]</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>
<p>Can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Use key features of narrative in own writing</p> <p>Begin to choose nouns and adjectives and technical words as appropriate</p> <p>Begin to edit with guidance</p>							



				<p>onomatopoeia and metaphors] and how to show-not-tell to develop character</p> <p>Words are chosen precisely to fit the purpose, including precisely chosen verbs and adverbs to add detail</p> <p>Uses dialogue purposely within narrative</p>	<p>A clear voice is sustained throughout extended pieces</p> <p>Dialogue is purposeful within narrative and conveys character</p> <p>Precisely use descriptive features encountered in reading for a specific effect</p> <p>During independent editing changes are made to create greater impact on the reader</p>	<p>The editing process may involve taking out or simplifying rather than adding</p> <p>Develop the use of dialogue, action and description to convey character and to move events forward</p>	
<p>Some sentences are demarcated using full stops, capital letters and the correct punctuation to indicate statements, questions or exclamations.</p> <p>Begins to vary the use of sentences starters e.g. pronouns/adverbs taking influence from reading</p>	<p>Grammar and Punctuation</p>	<p>Most sentences are demarcated using full stops, capital letters and the correct punctuation to indicate statements, questions or exclamations.</p> <p>Vary use of sentences starters e.g. pronouns/adverbs taking influence from reading</p> <p>Use time adverbs to help structure writing</p>	<p>Use the punctuation taught at KS1 mostly correctly (. CL, ? ! ' and , in lists)</p>	<p>Variety of sentence starters including the use of adverbials, time and place.</p> <p>Experiment with different sentence types to create flow or particular effects</p> <p>Punctuation addressed so far is used consistently accurately</p>	<p>Varied sentence types and word orders are used successfully to create flow, particular effects and vary pace</p> <p>Punctuation addressed so far is used accurately</p>	<p>Commas are used accurately and to clarify intended meaning</p> <p>The range of punctuation taught at KS2 so far is used correctly and when necessary used precisely to enhance meaning and avoid ambiguity</p> <p>Understand and experiment with different verb forms within a single piece</p>	<p>Use the range of punctuation taught at KS2 correctly and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity</p>



<p>Begins to use time adverbs to help structure writing</p> <p>Experiments with conjunctions to extend sentences</p>		<p>Write more extended sentences, experimenting with conjunctions</p>					
<p>Spell common exception words from phases 2 and 3 phonics accurately</p>	Spelling	<p>Spell common exception words from year one and beyond accurately</p>	<p>Spell most common exception words</p> <p>Add suffixes to spell most words correctly in their writing e.g. ment, ness, ful, less and ly</p>	<p>Add suffixes to spell most words correctly in their writing</p> <p>Correct misspelled words of expected complexity, independently</p> <p>Spell most of the Year 3/4 spelling list</p>	<p>Correct misspelled words of expected complexity, independently</p> <p>Spell most of the Year 3/4 spelling list and some of the Year 5/6 spelling list correctly</p>	<p>Correct misspelled words of expected complexity, independently</p> <p>Spell most of the Year 3/4 spelling list and most of the Year 5/6 spelling list correctly</p> <p>Technical vocabulary checked independently by the child</p>	<p>Correct misspelled words of expected complexity, independently</p> <p>In the NCA assessments framework there is no additional criteria for spelling at GD, however, it should be expected that most of words in any piece are spelt correctly with the spelling of technical vocabulary checked independently by the child</p>
<p>Most letters are correctly formed and orientated</p>	Handwriting	<p>Letters are always correctly formed and orientated</p>	<p>Use the diagonal and horizontal strokes needed to join some letters</p>	<p>Writing is consistent, legible and increasingly joined</p>	<p>Writing is consistent, legible and joined appropriately</p>	<p>Writing is consistent, legible and joined appropriately, even when writing at length</p>	<p>Writing is consistent, legible and joined appropriately, even when writing at length [In the NCA assessments framework there is no additional criteria for handwriting at GD]</p>



EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Genre: Recount Audience: <i>Varies</i> Purpose: To re-tell events							
Who? What? When? Sentences in the right order Past tense Time adverbs Use names of people, places and objects First Person		Who? What? When? Sentences in the right order Past tense Time adverbs Use names of people, places and objects First Person	Where? Why? Who? What? When? Events in chronological order Past tense Time adverbs Use names of people, places and objects First Person	Introductory paragraph covering: Where? Why? Who? What? When? Events in chronological order Past tense Time adverbs Used names of people, places and objects First Person/Third person Appropriate style and tone for the reader Interjections e.g. I cannot believe that happened! Emotive language			



Genre: Non-chronological report Audience: <i>Varies</i> Purpose: To inform							
Present tense	Present tense	Present tense	Present tense	Present tense	Present tense	Present tense (or past tense for historical reports)	Present tense (or past tense for historical reports)
Third Person	Third Person	Third Person	Third Person	Third Person	Third Person	Third Person	Third Person
Organised thematically rather than chronologically	Organised thematically rather than chronologically	Organised thematically rather than chronologically	Organised thematically rather than chronologically	Organised thematically rather than chronologically	Organised thematically rather than chronologically	Third Person	Third Person
Optional diagram or illustration	Optional diagram or illustration	Optional diagram or illustration	Optional diagram or illustration	Optional diagram or illustration	Optional diagram or illustration	Organised thematically rather than chronologically	Organised thematically rather than chronologically
Technical vocabulary	Technical vocabulary	Included a question for the reader, e.g. 'Did you know...?'	Optional diagram or illustration	Impersonal style	Impersonal style	Optional diagram or illustration	Optional diagram or illustration
Factual	Factual	Factual	Included a question for the reader, e.g. 'Did you know...?'	Organisational devices, e.g. paragraphs, numbered lists, subheadings...	Organisational devices, e.g. paragraphs, numbered lists, subheadings...	Formal style	Formal style
			Included a question for the reader, e.g. 'Did you know...?'	Included a question for the reader, e.g. 'Did you know...?'	Introductory paragraph	Organisational devices including newly taught	Organisational devices
			Factual	Factual	Included a question for the reader, e.g. 'Did you know...?'	Included a question for the reader, e.g. 'Did you know...?'	Included a question for the reader, e.g. 'Did you know...?'
					Factual and accurate	When necessary	When necessary
						Linked paragraphs within sub-sections	Linked paragraphs within sub-sections
						Clear explanations where needed	Clear explanations where needed



						Factual and accurate Where appropriate, quotation marks used correctly	Factual and accurate Where appropriate, quotation marks used correctly
Genre: Diary Audience: Myself Purpose: To reflect							
				First person Past tense Colloquial style Events in order of importance to writer Emotive language	First person Past tense/present tense Colloquial style Events in order of importance to writer Emotive language	First person Past tense/present tense. Successful use of different verb forms Colloquial style Events in order of importance to writer Emotive language Most appropriate vocabulary chosen for informal effect	First person Past tense/present tense. Successful use of different verb forms Colloquial style Events in order of importance to writer Emotive language Most appropriate vocabulary chosen for informal effect



<p>Genre: Leaflet/Advert Audience: <i>Varies</i> Purpose: To inform/explain or persuade</p>							
				Clearly subtitled sections	Clearly subtitled sections	Clearly subtitled sections	Clearly subtitled sections
				Illustrations support the information	Illustrations support the information	Illustrations support the information	Illustrations support the information
				Language which is clear and exact with no ambiguity	Language which is clear and exact with no ambiguity	Where appropriate, key information easily identified through use of: colour, shaded boxes, bold and italic	Where appropriate, key information easily identified through use of: colour, shaded boxes, bold and italic
				Technical vocabulary	Technical vocabulary		
				Questions	Questions	Language which is clear and exact with no ambiguity	Language which is clear and exact with no ambiguity
				Expanded noun phrases	Expanded noun phrases		
				Where appropriate, persuasive features evident:	Where appropriate, persuasive features evident:	Technical vocabulary	Technical vocabulary
				<ul style="list-style-type: none"> - alliteration - repetition and rhyme 	<ul style="list-style-type: none"> - slogans and wordplay - alliteration - repetition and rhyme 	Questions	Questions
						Expanded noun phrases used for purpose	Expanded noun phrases used for purpose
						Where appropriate, persuasive features evident:	Where appropriate, persuasive features evident:
						<ul style="list-style-type: none"> - slogans and wordplay - alliteration - repetition and rhyme 	<ul style="list-style-type: none"> - slogans and wordplay - alliteration - repetition and rhyme



<p style="text-align: center;">Genre: Instructions Audience: <i>Varies</i> Purpose: To describe or instruct how something is done through a series of sequential steps</p>						
List of what is needed	Present tense	Present tense	Present tense	Present tense		
Numbers to show the order	Title shows what the instructions are for	Second person	Second person	Second person		
Imperative verbs	'What you need' list	Title shows what the instructions are for	Title shows what the instructions are for	Title shows what the instructions are for		
	Instructions in correct order	'What you need' list	'What you need' list	'What you need' list		
	Imperative verbs	Instructions in correct order	Instructions in correct order	Instructions in correct order		
	Can be followed by someone else	Imperative verbs	Imperative verbs	Imperative verbs		
		Can be followed by someone else	Can be followed by someone else	Can be followed by someone else		
		Time adverbs	Time adverbs	Time adverbs		
			Diagrams (if relevant)	Diagrams (if relevant)		
			Adjectives and adverbs to be more specific	Adjectives and adverbs to be more specific		
			Technical vocabulary	Introduction		
				Technical vocabulary		



Genre: Biography
Audience: *Varies*
Purpose: To inform

				Introductory sentence	Introductory paragraph	Introductory paragraph	Introductory paragraph
				Organised thematically or chronologically	Organised thematically or chronologically	Organised thematically or chronologically	Organised thematically or chronologically
				Past tense including present progressive and perfect forms where necessary	Past/Present tense including present progressive and perfect forms where necessary	Past/Present tense including present progressive and perfect forms where necessary	Past/Present tense including present progressive and perfect forms where necessary
				Third Person	Third Person	Third Person	Third Person
				Optional illustration	Optional illustration	Reported speech	Reported speech
				Formal style	Formal style	Optional illustration	Optional illustration
				Organisational devices	Organisational devices	Formal style	Formal style
				Factual	Factual and accurate	Organisational devices	Organisational devices
				Key events from their life including dates	Key events from their life including dates	Linked paragraphs within sub-sections	Linked paragraphs within sub-sections
				Pronouns	Pronouns	Clear explanations where needed Factual and accurate	Clear explanations where needed Factual and accurate



						Key events from their life including dates Pronouns	Where appropriate, quotation marks used correctly Passive voice Key events from their life including dates Pronouns
<p>Genre: Letter Audience: Varies Purpose: To inform/explain/persuade</p>							
Dear	Dear	Dear	Correct layout	Correct layout	Correct layout	Correct layout	Correct layout
From	From Explains why writing	From Explains why writing Second paragraph includes more detail Closing statement, asking for a reply if needed	Explains why writing Second paragraph includes more detail Closing statement, asking for a reply if needed Correct ending: <ul style="list-style-type: none"> - Informal if family or friend - Yours sincerely if formal 	Appropriate greeting and sign off Use past/present and future tenses accurately Adverbial phrases e.g. furthermore, on the other hand Persuasive features where necessary	Appropriate greeting and sign off Formal/informal tone Use past/present and future tenses accurately Adverbial phrases e.g. furthermore, on the other hand Links between paragraphs are created	Appropriate greeting and sign off Formal/informal tone Use past/present and future tenses accurately Adverbial phrases e.g. furthermore, on the other hand Links between paragraphs are created	



		Can be followed by someone else	Can be followed by someone else	Can be followed by someone else	Can be followed by someone else	Text may begin with How or Why	Text may begin with How or Why
		Time adverbs	Time adverbs	Time adverbs	Time adverbs	Chronological order	Chronological order
				Diagrams (if relevant)	Diagrams (if relevant)	Illustrations and diagrams where appropriate	Illustrations and diagrams where appropriate
				Adjectives and adverbs to be more specific	Adjectives and adverbs to be more specific	Adjectives and adverbs to be more specific	Adjectives and adverbs to be more specific
				Organisational devices, e.g. paragraphs, subheadings...	Organisational devices, e.g. paragraphs, subheadings...	Variety of organisational devices	Variety of organisational devices
				Technical vocabulary	Technical vocabulary	Technical vocabulary	Technical vocabulary
					Introduction/opening statement	Introductory/opening statement	Introductory/opening statement
							Variations in formality suited to audience and purpose
<p>PERSUADE Genre: Varies Audience: Varies Purpose: To argue a case or point of view</p>							
				Start by stating the issue and opinion	Emotive language Rhetorical questions	Introduction stating the issue and opinion	Introduction stating the issue and opinion



				<p>Support argument with reasons and factual evidence</p> <p>Emotive language</p> <p>Rhetorical questions</p> <p>Structure the argument using adverbs e.g. first/finally</p> <p>Mainly in present tense</p>	<p>Structure the argument using adverbials e.g. first/finally</p> <p>Making opinions sound like facts</p> <p>Undermining the alternative</p> <p>Backed up argument with relevant evidence and detail, including facts and statistics</p> <p>Mainly in present tense</p>	<p>Emotive language</p> <p>Rhetorical questions</p> <p>Structure the argument e.g. first/finally</p> <p>Making opinions sound like facts</p> <p>Undermining the alternative</p> <p>Backed up argument with relevant evidence and detail, including facts and statistics</p> <p>linked arguments and paragraphs</p> <p>Summarised arguments</p> <p>Modal verbs</p> <p>Mainly in present tense</p>	<p>Emotive language</p> <p>Rhetorical questions</p> <p>Structure the argument e.g. first/finally</p> <p>Making opinions sound like facts</p> <p>Undermining the alternative</p> <p>Backed up argument with relevant evidence and detail, including facts and statistics</p> <p>linked arguments and paragraphs</p> <p>Summarised arguments</p> <p>Modal verbs</p> <p>Mainly in present tense</p>
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<p>ARGUMENT Genre: Varies Audience: Varies Purpose: To present arguments and information from differing viewpoints</p>							
						<p>Introduction explains what the argument is about</p> <p>Paragraphs for and against</p> <p>Supported each point with evidence</p> <p>Concluding paragraph</p> <p>Examples of language of debate, e.g. 'some people believe'</p> <p>Personal opinion is not expressed</p> <p>Mainly in present tense</p> <p>Impersonal pronouns</p>	<p>Introduction explains what the argument is about</p> <p>Paragraphs for and against</p> <p>Supported each point with evidence</p> <p>Concluding paragraph</p> <p>Examples of language of debate, e.g. 'some people believe'</p> <p>Personal opinion is not expressed</p> <p>Mainly in present tense, some examples of passive</p> <p>Impersonal pronouns</p>



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						<p>Introduce more points, e.g. 'furthermore'</p> <p>Give a balanced view, e.g. 'however'</p> <p>Draw a conclusion, e.g. 'consequently'</p> <p>Modal verbs</p> <p>Third person</p>	<p>Introduce more points, e.g. 'furthermore'</p> <p>Give a balanced view, e.g. 'however'</p> <p>Draw a conclusion, e.g. 'consequently'</p> <p>Modal verbs</p> <p>Third person</p> <p>Variations in formality to suit audience and purpose</p>
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