

powerful Writing



By the time they leave, pupils will:

Write with confidence and accuracy for a wide range of purposes and audiences
Plan, draft, revise and edit their own writing to improve it, as a writer would
Use a widening range of grammar, vocabulary and punctuation accurately and for effect
Spell most words correctly, using knowledge of morphology and etymology to support spelling
Produce legible, fluent, joined handwriting at increasing speed
Understand how writing choices differ across genres, forms and formal/informal registers
Use talk to rehearse, structure and improve their writing before and during composition
Write with stamina, sustaining a piece of writing with focus across multiple sittings
Evaluate and edit their own and others' writing, proposing improvements to language, grammar and structure
Read their own writing aloud, with intonation, to check that meaning is clear

EYFS links

Communication and Language

Develop back-and-forth conversation and narrate their own experiences
Use new vocabulary in a range of contexts, including through storytelling and role play

Physical Development

Develop the fine motor control, hand-eye coordination and pencil grip needed for early writing (Pen Disco)
Use a tripod grip almost all of the time

Literacy (ELG: Writing)

Write recognisable letters, most of which are correctly formed
Spell words by identifying the sounds and then writing the sound with letter/s
Write simple phrases and sentences that can be read by others

Curriculum Intent – Writing at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Writing sits at the heart of this vision as the discipline through which children take command of language and use it to act on the world: to inform, persuade, entertain, narrate and argue. Our writing curriculum is designed not merely to produce accurate sentences, but to build confident authors who understand that writing is a process of thinking, drafting and refining.

We are guided by the principle of Powerful Writing Knowledge: the understanding that emerges when disciplinary skill (the writing process) meets substantive knowledge (vocabulary, grammar and genre). This knowledge is emancipatory: it gives every child a voice that can be heard on the page, and the tools to shape how the world receives their ideas. It progresses communities.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
Writing has its roots in spoken language. At Mill View, oracy in writing means: Pupils orally rehearse every sentence before they commit it to paper Talk for Writing style storytelling builds a repertoire of language structures pupils can draw on Pupils read their own writing aloud, with appropriate intonation, to check meaning is clear Performance and sharing of writing is built into every unit	Our writing curriculum connects pupils to real audiences and real issues. Units on persuasion, journalism and campaigning writing connect to global challenges: climate, inequality, migration We ask: who is this writing for, and what do I want to change in how they think? Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on	Written communication is the most transferable skill in the curriculum. We develop transferable dispositions: precision, structure, empathy for the reader, and resilience to redraft Career links are explicit: journalism, law, marketing, script-writing, science communication Pupils experience the full writing cycle: planning, drafting, editing and publishing, exactly as professional writers do	Inclusion at Mill View is a design principle, not a retrofit. The Ready Steady Write structure gives every pupil a clear entry point (Read, Model, Practise) with scope for depth (Apply) Pen Disco ensures fine motor and handwriting needs are identified and supported early Concrete model texts and shared vocabulary mean composing is accessible to every writer, whatever their starting point	What makes Writing at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: composition, grammar & punctuation, handwriting and evaluating & editing build year on year Pen Disco to fluent joined handwriting: a single fine-motor thread runs from Little Wrens to Year 6 Emancipatory knowledge: we insist that every child can be an author, and that writing is for change The disciplinary habit: by Year 6, our pupils think like writers. This is the entitlement of every child.
"Writing is thinking made visible: it is the one skill that forces a child to slow down, organise their ideas, and discover what they truly think." Emig's Writing as a Mode of Learning				

Alignment with the Ofsted Inspection Framework and 2025 Curriculum Review	
Ofsted / Curriculum Review focus	How Writing at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our writing spine (Composition → Grammar & Punctuation → Handwriting → Evaluate & Edit) ensures skills are returned to, deepened, and applied in increasingly demanding contexts across every year group.
Oracy as a curriculum entitlement	Oral rehearsal of every sentence, structured talk and performance of writing are embedded in every unit through the Ready Steady Write approach.
Global perspectives and contemporary relevance	Units explicitly connect writing to real purposes, real audiences and global issues, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. Model texts, vocabulary instruction and the Read-Model-Practise-Apply structure provide both access and depth for every writer.
Assessment that proves knowledge has stuck	End-of-unit writing outcomes, proofreading and editing routines test whether grammar, punctuation and composition skills are secure and can be applied independently, not just recognised.
Disciplinary knowledge and skills	Composition, grammar and punctuation, handwriting, and evaluating and editing are tracked as distinct disciplinary strands, with explicit progression from Year 1 to Year 6.
Career and future readiness	Purposeful writing for real audiences is explicitly linked to communication skills needed in every future career, from correspondence to reports to creative work.

Curriculum End Points – Writing

EYFS – Little Wrens

Engaging with Stories

Milestone I	Milestone II	Milestone III	Final Milestone
I am interested and can sit and listen to a story read by an adult.	I am beginning to respond to books and stories with some repeated refrains.	- I know and join in with favourite phrases from books. - I know about the concepts of print.	To choose a familiar story and talk about what is happening in the pictures.

Physical Development: Handling

Milestone I	Milestone II	Milestone III	Final Milestone
- Use hand-eye coordination to explore and manipulate tools and resources. - Make random marks with a range of tools – brushes and pencils.	- Make more controlled movements with mark-making tools such as lines and circles. - Hold scissors and open and close them.	- Develop pincer grip. - Form some letters from their name with support. - Use scissors and attempt to cut paper.	- Hold and use a range of tools with a comfortable grip. - Write most letters from their name accurately. - Snip with scissors.

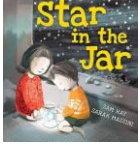
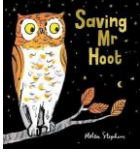
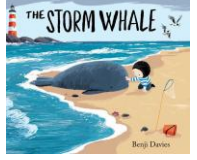
Communication

Milestone I	Milestone II	Milestone III	Final Milestone
- I am beginning to share toys and can shift my attention by using my name. - I can use a simple sentence.	- I am beginning to follow instructions with 2 parts. - I understand 'why' questions with support. - I can start a conversation. - I can listen to a story and understand what is happening.	- I can talk about my favourite things and what I do with my family. - I can listen to what other people have to say and respond to them. - I can take on a role in play and continue a narrative.	- I can hold a conversation. - I can understand multiple part instructions. - I can maintain attention, listen and sit quietly.

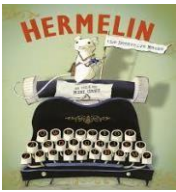
Literacy & Language

Milestone I	Milestone II	Milestone III	Final Milestone
To sit, listen and begin to join in with rhymes and songs.	- To be able to join in with rhymes. - Learn the actions and begin to anticipate the missing word.	- To be able to join in with confidence to nursery rhymes. - To use actions. - Oral blend sounds into words.	- To recite 6 or more familiar nursery rhymes in a small group. - To be able to orally blend.

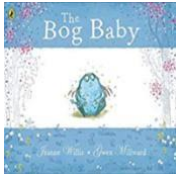
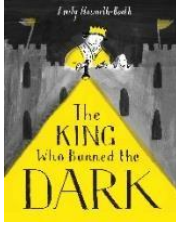
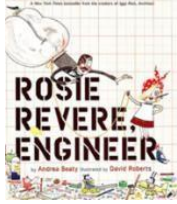
EYFS – Reception Robins

Reception Long Term Plan – Writing						
	Autumn 1 <i>Friendship & Animals</i>	Autumn 2 <i>Stars & Space</i>	Spring 1 <i>Environment</i>	Spring 2 <i>Traditional Tales</i>	Summer 1 <i>Growing</i>	Summer 2 <i>The Seaside</i>
Text as Stimulus	'The Something' 	'Star in a Jar' 	'Saving Mr Hoot' 	'Little Red' 	'The Extraordinary Gardener' 	'The Storm Whale' 
Writing Focus	Losing story sentences	Finding story sentences	Narrative sentences	Traditional tale sentences and instruction sentences	Instruction sentences	Sea creature fact sentences
Pen Disco / Fine Motor	Pre-writing patterns I-O+V/x (zigzag) Dominant hand, tripod grip, mark making	Pre-writing patterns intro spirals and loops Use effective pencil grip	Letter families on lined paper Application of phonics taught so far	Letter families on lined paper Application of phonics taught so far	Lower case letter formation practise Use effective pencil grip	Lower case letter formation practise Re-read writing to check it makes sense
Writing Content	Emergent writing Write some or all of own name	Name writing, labelling using initial sounds Story scribing	Recognition of Helpful Words (shared reading) Use known sound-letter correspondences	Helpful word work (shared reading) Use known sound-letter correspondences	Full stops and capital letters awareness Helpful word work (shared reading)	Full stops and capital letters awareness Helpful word work

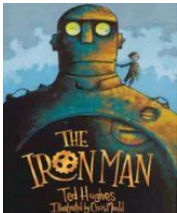
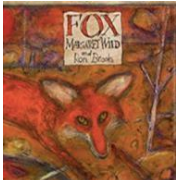
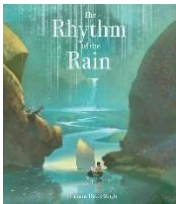
English Text Drivers – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 Paper Planes	 Rapunzel	 Hermelin	 Where the Wild Things Are	 There's a Tiger in the Garden	 The Last Wolf
Topic Links	'Toys and Tales' – explore how toys and games have changed. History focus: A Living Memory, also Traditional Tales – sharing and exploring how they change, challenging stereotypes. Science focus: Materials.		'Our Local Life' – look at cities, villages and landmarks of UK/Chester/Upton. Geography focus: What is it like where I live? Features of our locality and homes, maps, fieldwork on school grounds. Science focus: 'Wonderful Weather'.		'Our Zoo' – Chester Zoo and History, life of George Mottershead, animals and habitats, endangered animals. Science focus: Animals including humans. Geography: My City and Others; what makes Chester a special place? History: a significant individual – George Mottershead.	

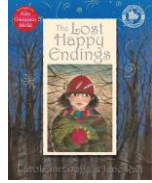
English Text Drivers – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 A River	 Grandad's Island	 The Bog Baby	 The Night Gardener	 The King Who Banned the Dark	 Rosie Revere
Topic Links	'We are all in the Same Boat'. Geography focus: Seas and Oceans, Pollution. History focus: a significant individual (e.g. Sylvia Earle, David Attenborough).		'My World Kitchen'. Science focus: Living things, habitats, plants. Geography: The Seven Continents; where does our food come from? How can we help save our planet by making better choices?		'Bright Sparks'. History focus: Great Fire of London, Samuel Pepys. Inventors and Inventions: Amelia Earhart and Zaha Hadid (architect) or Ada Lovelace. Geography/Science.	

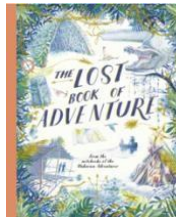
English Text Drivers – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 The Iron Man	 Fox	 Rhythm of the Rain	 Wisp and Midsummer Night's Dream	 Egyptology	 Dear Earth and Usain Bolt
Topic Links	'Stone Age to Iron Age'. History focus: Hunter Gatherers of the Stone Age to the Iron Age. Science: Forces, Magnets and Rocks. Geography focus: Mapping the UK.		'Rivers and Routes – Our City'. Geography focus: rivers of the UK and the world, the water cycle, local fieldwork using the River Dee. History: Local Study of Chester through the Years (Roman, Civil War, Victorian and Now).		'Egyptian Journeys'. History focus: Egyptians. Geography: comparing Egypt with the UK (climate/food/culture/population etc).	

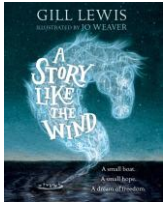
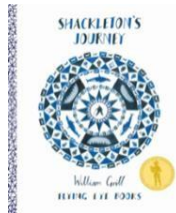
English Text Drivers – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 The Whale	 Leaf	 Arthur and the Golden Rope	 The Journey	 The Lost Happy Ending	 Manfish
Topic Links	'Invaders'. Science focus: Animals including humans, living things and their habitats. History focus: Celtic Britain and the Roman Invasion.		'Vikings: Vicious or Victorious?'. History focus: Vikings in Britain. Geography: A European Journey.		'Ground-breakers'. People and geographic events that changed the world. Geography focus: Volcanoes and Earthquakes. History: Vesuvius & Pompeii (2-week topic).	

English Text Drivers – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 Where Once We Stood	 FATHER	 The Hound of the Baskervilles	 The Promise	 The Lost Book of Adventure	 King Kong & Macbeth
Topic Links	'Beyond the Earth'. Science focus: Space. History: The History of Space Travel.		'A Child Like Me'. History focus: Victorian Children. Geography focus: 'Enough for Everyone' – a look at the world's resources, renewable and non-renewable energy.		'Amazing Americas'. Geography focus: South and North America, Forests and Rainforests. History focus: Ancient Maya.	

English Text Drivers – Year 6

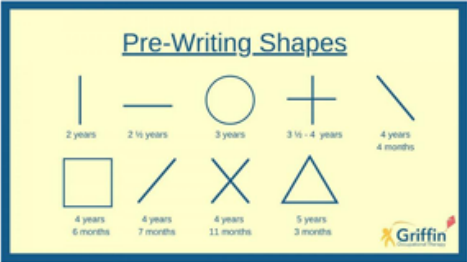
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read to Write	 Rose Blanche	 A Story Like the Wind	 The Origin of the Species	 Shackleton's Journey	 Wolves	 Romeo & Juliet
Topic Links	'Hidden Lives'. History focus: 'Hidden Lives' of WW2 and Changes to Britain (Windrush). Geography: comparing and contrasting the Caribbean with the UK.		'The Origins of Life'. Science focus: Evolution and Inheritance. History: The Evolution of Exploration (ocean).		'Life in the Extreme'. Geography: Mountains and Coasts of the World. History: The Evolution of Exploration (mountains). Summer Term – Performance.	

Progression in Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Draw upon what they have read Orally rehearse most sentences before writing them Sequence sentences to form short narratives Read their writing aloud clearly enough	Plan and say out loud what they will write about Write poetry and write for different purposes Write ideas and key words including vocabulary Encapsulate what they want to say sentence by sentence to aid coherence Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Read aloud what they have written with appropriate intonation to make the meaning clear	Write narratives, describing setting and characters within a storyline or plot Use paragraphing to group related material, focusing on a theme or topic In non-narrative, use simple organisational devices (headings and subheadings) Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' rather than 'He went out to play') Extend sentences using a wider range of conjunctions Express time, place and cause using conjunctions, adverbs and prepositions Understand and use specific Year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel letter, inverted commas) Draw upon material read Use, when appropriate, figurative language including metaphors and similes	In narratives, create increasingly effective settings, characters and plot In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect Draw upon material read Write in a range of genre forms	Identify the audience for and purpose of the writing Plan their writing by noting and developing initial ideas drawing on reading In writing narratives, consider how authors have developed characters and settings in what has been read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, understanding how choices change and enhance meaning Describe settings, characters and atmosphere; use dialogue to sometimes convey character and advance the action Précis longer passages Use further organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining) Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	Draw upon material read Plan their writing by identifying the audience for and purpose of the writing Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Distinguish between the language of formal and informal speech Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar and Punctuation	Join words together to make a coherent sentence Leave spaces between words Join words and clauses using 'and' Separate words in writing using spaces most of the time Use capital letters for names of people, some places, some days of the week and the personal pronoun 'I' mostly correctly Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy Understand and use specific Year 1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)	Demarcate most sentences with capital letters and full stops, using question and exclamation marks correctly when required Use sentences with different forms: statement, question, exclamation, command Use some expanded noun phrases to describe and specify Use the singular apostrophe for possession; use commas in a list Use apostrophes for possession and contractions Use present and past tense mostly correctly and consistently Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses Use the progressive form of verbs in the present and past tense (e.g. he is drumming, she is shouting) Understand and use specific Year 2 terminology (noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense, apostrophe, comma) Begin to use inverted commas to punctuate direct speech	Demarcate sentences with full stops and capital letters, with occasional error Use question marks and exclamation marks mostly correctly, with occasional error Use apostrophes consistently to mark the possession of singular nouns Begin to use inverted commas to punctuate direct speech	Consistently use paragraphs to structure writing, showing a change of time In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points, numbered stages, captions) Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes to mark contraction and singular possession Use inverted commas to punctuate direct speech mostly correctly	Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession, and inverted commas	Select vocabulary and grammatical structures that reflect what the writing requires (e.g. contracted forms in dialogue; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility) Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs Understand how words are related by meaning as synonyms and antonyms Use the passive voice to affect the presentation of information in a sentence Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech Use the semi-colon, colon and dash to mark the boundary between independent clauses Understand and use specific Year 6 terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Sit correctly at a table, holding the pencil comfortably and correctly Form lower case letters in the right direction, starting and finishing in the right place Form capital letters and digits 0–9 Begin to understand which letters belong to which handwriting 'families' (letters formed in similar ways)	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined Increase the legibility, consistency and quality of handwriting, paying particular attention to down strokes, ascenders and descenders		Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Maintain legibility in joined handwriting when writing at speed

Teaching and Learning	Assessment
Stage One – Pre-handwriting Patterns - Mark making. - Children learn the shapes and lines, pushes and pulls of the pencil which combine to form letters. - Children learn to sit correctly at the table. - Children develop a tripod grip. 	Does the child have sufficient pencil control to begin to form the pre-writing shapes? Does the child have sufficient pencil control to form letters? Demonstrate the following then ask the child to imitate the following scribbles free-hand: ✓ Horizontal lines left to right ✓ Straight scribble ✓ Round and round scribble ✓ A diagonal cross ✓ A horizontal/vertical cross ✓ An anti-clockwise circle ✓ A clockwise circle ✓ A vertical line in a downward direction Is the child using an effective pencil grip?
Stage Two – single letter and number formation. - Family One – Start at the top – i, t, j, u, y. - Family Two – Start at the top and no lifting – r, n, m, h, b, p. - Family Three – starts like a curly c – c, o, a, d, g, q, s, f, e. - Family Four – diagonal letters – v, w, z, x, k. Capital letter formation: - Frog jump capitals: F, E, D, P, B, R, N, M. - Starting corner capitals: H, K, L, U, V, X, Y, Z. - Centre starters: C, O, Q, G, S, A, I, T, J.	Ask the child to write this sentence: The quick brown fox jumps over the lazy dog. ✓ Has the child formed all of the letters correctly? ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word? Ask the child to write this sentence in capital letters: THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG ✓ Has the child formed all of the letters correctly?
Stage Three – lead in lines for single letters - Family One – Start at the top – i, t, j, u, y. - Family Two – Start at the top and no lifting – r, n, m, h, b, p. - Family Three – starts like a curly c – c, o, a, d, g, q, s, f, e. - Family Four – diagonal letters – v, w, z, x, k.	Ask the child to write this sentence: The quick brown fox jumps over the lazy dog. ✓ Has the child formed all of the letters correctly with a leading line? ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word? Ask the child to write this sentence in capital letters: THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG Has the child formed all of the letters correctly?
Stage Four – lead in lines, horizontal and vertical joins (Capital letters aren't joined) - Step One – diagonal joins to letters without ascenders. <i>ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue</i> - Step Two – horizontal joins to letters without ascenders. <i>ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa</i> - Step Three – diagonal joins to letters with ascenders. <i>ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br</i> - Step Four – horizontal joins to letters with ascenders. <i>ol, wh, ot</i> - Step Five – diagonal joins to letters with descenders. <i>ff, ph, qu, igh, ing, ng, squ, fe, ge, pe</i> - Step Six – horizontal joins to letters with descenders. <i>op, oy</i>	Ask the children to write this sentence: The quick brown fox jumps over the lazy dog. ✓ Is the handwriting joined? ✓ Are the vertical joins formed correctly? ✓ Are the horizontal joins formed correctly? ✓ Does the handwriting flow from one letter to the next? ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word?
Stage Five – joining - Use the diagonal and horizontal strokes that are needed to join letters fluently. - Increase the legibility, consistency and quality of handwriting. - Joined handwriting increases in speed. - Joined handwriting used across the curriculum.	✓ Is the child using joined writing in all writing tasks? ✓ Can the child comment on their own handwriting? ✓ Can the child write legibly with speed? ✓ Does the child understand that different tasks require different levels of speed?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate and Edit	Discuss what has been written with a teacher/other pupils Re-read what they have written to check it makes sense Change some errors with support and some independently	Make simple additions, revisions and corrections by evaluating their writing with a teacher and other pupils Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently	Evaluate the effectiveness of their own and others' writing Identify some spelling and punctuation errors and make some changes to grammar and vocabulary	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns Proofread for spelling and punctuation errors	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural (e.g. 'the apples are on the tree') Proofread for spelling and punctuation errors Use a thesaurus to select more focused language	Assess the effectiveness of their own and others' writing Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing, choosing the appropriate register Proofread for spelling and punctuation errors

Year 1 – Writing End Points (CAT Writing Standards)

Composition

- Orally rehearse most sentences before writing them
- Sequence sentences to form short narratives

Grammar and Punctuation

- Leave spaces between words
- Join words and clauses using 'and'
- Use capital letters for names of people, some places, some days of the week and personal pronoun 'I' mostly correctly
- Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly
- Understand specific Year 1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)

Spelling

- Spell most words containing the 40+ phonemes
- Spell most common exception words and most days of the week
- Spell most of the sounds taught in Year 1 (English Appendix 1)
- Add suffixes to verbs where no change is needed to the root word (e.g. helping, helped, helper) and –est where no change is needed
- Use the prefix 'un' and understand how it changes meaning (e.g. unkind, undoing)
- Begin to use regular plural noun suffixes –s/–es (e.g. dog, dogs, wish, wishes)

Handwriting

- Form lower case letters in the right direction, starting and finishing in the right place
- Form capital letters and digits 0–9
- Begin to understand which letters belong to which handwriting 'families' (letters formed in similar ways)

Evaluate and Edit

- Discuss what has been written with a teacher/other pupils
- Re-read aloud clearly what they have written to check it makes sense
- Change some errors with support and some independently

Year 2 – Writing End Points (CAT Writing Standards)

Composition

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly

Grammar and Punctuation

- Demarcate most sentences with capital letters and full stops, and use question and exclamation marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Use apostrophes for possession and contraction forms
- Use commas in a list
- Understand and use specific Year 2 terminology (noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)

Spelling

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others
- Spell many common exception words
- Add suffixes to spell some words correctly (e.g. –ment, –ness, –ful, –less, –ly)
- Spell many contraction forms correctly
- Spell some common homophones and near homophones correctly

Handwriting

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Evaluate and Edit

- Make simple additions, revisions and corrections by evaluating their writing with a teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently

Year 3 – Writing End Points (CAT Writing Standards)

Composition

- Write narratives, describing setting and characters within a storyline or plot
- Use paragraphing to group related material, focusing on a theme or topic
- Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)
- Express time, place and cause using conjunctions (e.g. before, after, while), adverbs (e.g. soon, therefore) and prepositions (e.g. before, after, during, because of)
- Understand and use specific Year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas, speech marks)

Grammar and Punctuation

- Begin to use inverted commas to punctuate speech

Spelling

- Spell many of the words in the Year 3/4 National Curriculum list
- Spell many of the homophones and near homophones from the Year 3/4 appendix
- Begin to use a simple dictionary

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters
- Form all digits correctly

Evaluate and Edit

- Assess the effectiveness of their own and others' writing and propose changes to grammar and vocabulary
- Proofread for spelling and punctuation errors

Year 4 – Writing End Points (CAT Writing Standards)

Composition

- In narratives, create increasingly effective settings, character and plot
- In non-narrative work, use organisational devices such as headings and subheadings with increasing effect

Grammar and Punctuation

- Use fronted adverbials (e.g. 'Later that day') with a comma mostly correctly
- Use paragraphing to organise ideas around a theme
- Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the reporting clause: The conductor shouted, "Sit down!")

Spelling

- Spell most of the homophones and near homophones from the Year 3/4 appendix
- Spell most of the words in the Year 3/4 National Curriculum list and the majority of focus spelling rules in Appendix 1
- Use standard English forms mostly correctly (e.g. 'we were' instead of 'we was', 'I did' instead of 'I done')

Handwriting

- Increase the legibility, consistency and quality of handwriting, paying particular attention to downstrokes, ascenders and descenders
- Use the first two letters of a word to check its spelling in a dictionary and thesaurus

Evaluate and Edit

- Assess the effectiveness of their own and others' writing, suggesting improvements
- Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation
- Proofread for spelling and punctuation errors

Year 5 – Writing End Points (CAT Writing Standards)

Composition

- Write for an increasing range of purposes, showing a growing awareness of the reader
- In narratives, describe settings and characters
- Use dialogue to sometimes convey character and advance the action
- Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Grammar and Punctuation

- Use vocabulary and grammatical structures that reflect what the writing requires in many pieces of writing
- Use different devices to build cohesion in and across paragraphs (e.g. relative clauses, adverbials, modal verbs, tense choices)
- Understand and use specific Year 5 terminology (modal verb, parenthesis, cohesion, ambiguity, relative pronoun and clause)
- Use verb tenses mostly correctly
- Use the range of punctuation taught up to Year 5 mostly correctly (e.g. brackets, dashes, or commas to indicate parenthesis)

Spelling

- Spell correctly most of the words from the Year 3/4 spelling list
- Spell correctly many of the words from the Year 5/6 spelling list
- Use a dictionary/thesaurus to check the spelling of words

Handwriting

- Use the diagonal strokes needed to join letters in most writing
- Write legibly, fluently and with increasing speed

Evaluate and Edit

- Re-read own writing
- Assess the effectiveness of their own and others' writing
- Ensure consistent and correct use of tense throughout a piece of writing
- Proofread for spelling and punctuation errors

Year 6 – Writing End Points (CAT Writing Standards)

Composition

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action

Grammar and Punctuation

- Use vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately (e.g. contracted forms in dialogue; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)
- Use a wide range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly
- Use the range of punctuation taught at Key Stage 2 mostly correctly

Spelling

- Spell correctly most of the words from the Year 5/6 spelling list
- Use a dictionary/thesaurus to check the spelling of uncommon and more ambitious vocabulary

Handwriting

- Maintain legibility in joined handwriting when writing at speed

Evaluate and Edit

- Evaluate and edit writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register
- Proofread for spelling and punctuation errors