LEVENDALE SCHOOL

"Being the best we can be"

Writing Curriculum Plan

2022-2023

Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.

Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

Writing Curriculum Intent Statement

At Levendale, we encourage our writers to be independent and confident so that, by the time they leave us, they are able to make their own choices in their writing and can confidently use their writing skills to respond to any given task.

We recognise that some learners will favour certain types of writing over others, so we ensure that all learners are given the opportunity throughout the year to show their true potential by giving them a range of writing activities. Children will be encouraged to write for a range of purposes:

- To entertain

- To inform

- To persuade

- To discuss

At the end of every term from Y1 onward, we ensure learners are given the chance to complete an independent learning task where they are able to control an element of the writing outcome and make their own decisions. In Early Years, opportunities for independent choices in their writing are threaded throughout.

From EYFS to the end of Y6, we ensure all children can access age-appropriate writing opportunities and we ensure progression is made throughout the genres taught and throughout year groups.

At EYFS, learners are engaged to write and are enthused to write; at KS1, we write to entertain and inform; at Lower KS2 (in Years 3 & 4), we also begin to explore the language of persuasion and at Upper KS2 (in Years 5 & 6), we explore the full range of purposes for writing, including how to develop the language of discussion. Children also have more opportunities to show how their own independent choices impact on the audience in the writing they produce.

Written composition

Children's writing generally develops at a slower pace than their reading. Before they can write independently in a way that can be read by others, they need to know:

- what they want to say
- how to identify sounds in words
- at least one way to spell each of the sounds of English
- how to form letters.

At Levendale, we teach children these early skills through the use of a systematic, synthetic phonics programme. The programme we use is *Little Wandle Letters & Sounds Revised* (please see Reading Curriculum Plan for further information). Once children can read and

spell words using Phase 5 GPCs with fluency and accuracy and associated tricky words, we begin to teach further spelling patterns in line with the National Curriculum 2014.

Our chosen spelling programme is 'No-nonsense Spelling', which is taught from Years 2-6 once children are secure with Phase 5 GPCs. The programme builds on the strong foundations of phonics teaching from *Little Wandle Letters & Sounds Revised*, by supporting children in understanding morphology, spelling strategies, the orthographic nature of words, patterns, word origins, common exception words and personal spellings. It follows a model of five spelling sessions across two weeks (although in Year 2 these are daily).

At Levendale, we teach spelling and apply it in spelling sessions and writing across the curriculum. As such, we do not send home lengthy lists of spellings to be learned, instead we focus on a maximum of 5 words to send home, where appropriate, linked to weekly spelling teaching.

In each child's Writing journey at Levendale, we endeavour to ensure challenge within a supportive environment where we strive to Be The Best We Can Be.

Curriculum coverage across YR-Y6

YR		
Autumn	• Oral blending segmenting • Phase 2 letters taught in order (Letters and Sounds) • As each letter is introduced we also practise the letter formation (cursive script) • CVC words (phase 2, as per letter sets) • Name writing • Labels - not limited to... spells / potion ingredients • CVC words that rhyme • Captions • Writing a letter to Santa • Lists... ingredients, children's names, Christmas presents.	*Throughout Reception, much additional writing takes place as children gain confidence in their own ability and begin to write about things that engage them and their own interests, thus building confidence and stamina for writing.*
Spring	• Phase 3 digraphs and trigraphs taught • Introduction of Red and Green for marking • Correct punctuation- Capital letter, finger spaces, full stops • Simple sentences to accompany a picture • Instructions- bird seed cakes, pizza, • Simple stories. 3 sentences+ • Lists of ingredients • Labels • Recount (news) • Pie Corbett- Little Red Hen	
Summer	• Phase 4 CCVC CVCC and Phase 3 consolidation • Longer stories • Recounts • Instructions • Other child initiated writing • Lots of self-assessment	

Y1	To entertain	To inform
Autumn	Stories from familiar settings Stories with repetitive language Poetry	Recounts (holidays) Labels and captions Instructions Letters to Santa
Spring	Stories with predictable language Traditional tales Poetry	Letters Recounts Information text
Summer	Stories with predictable language Fantasy stories Poetry	Alphabetical order – information page Recounts (Saltburn visit)

Y2	To entertain	To inform
Autumn	Diary entry Poetry Narrative Fantasy setting	Non-chronological report Explanation text Recount/letter/instructions
Spring	Narrative Setting description Character description Poetry	Letters and postcards Recount/letter/instructions
Summer	Narrative Diary Character description Writing in role	Letters Instructions Information text

Y3	To entertain	To inform	To persuade
Autumn	Narrative Character description Setting description Poetry	Instructions Recount Letter Information text	Advert
Spring	Character/setting description Narrative	Letter Recount Non-chronological report	Poster
Summer	Narrative Character/setting description Poetry Playscript	Explanation text Letter Recount	Letter

Y4	To entertain	To inform	To persuade
Autumn	Narrative Character description Setting description Poetry	Format letter Diary Recount	Poster
Spring	Narrative Narrative (action) Poetry	Letter Recount Non-chronological report	Letter
Summer	Narrative Character/setting description Playscript	Diary Non-chronological report Explanation text Biography	Independent choice

Y5	To entertain	To inform	To persuade	To discuss
Autumn	Folk tales Narrative Poetry	Biography Diary Non-chronological report	Letter	Newspaper report
Spring	Narrative (retelling) Narrative Character description	Recount Explanation text	Advert	Review
Summer	Narrative Setting description Poetry	Newspaper article Report	Speech/personal choice	Balanced argument

Y6	To entertain	To inform	To persuade	To discuss
Autumn	Folktales Narrative Poetry	Biography Recount (choice) Non-chronological report	Independent choice	Balanced argument
Spring	Narrative Poetry	Biography Non-chronological report	Review	
Summer	Most writing this term is a direct result of choices given to Year 6 Stimuli includes: Alma (Literacy shed); Persuasion (Ancient Maya – choice); It's my favourite meal; Letter (choice – audience / purpose); Information text (choice / imaginative piece)			

Skills progression across Y1-Y6

Transcription/spelling

Y1	- Makes phonically plausible attempts at spelling unfamiliar words - Spells most of the Y1 common exception words correctly - Can spell words containing each of the 40+ phonemes (not explicitly) - Applies taught rules to spell correctly some words from NC Appendix 1: Spelling for Year 1 - Forms most lower case letters the same size, relative to one another, and in the right orientation - Handwriting is clear with most letters correctly formed (cursive style – lead in and lead out lines)
Y2	- Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others - Spells many common exception words - Spells more common words with contracted forms (don't, couldn't, can't, it's) - Forms all letters correctly, including capital letters, using the right size and orientation - Starts to use some of the diagonal and horizontal strokes needed to join letters
Y3	- Spells correctly many words from Year 3/4 spelling list - Spells many words correctly following rules taught from NC spelling guidance for Y3/4 (NC Appendix 1) - Uses diagonal and horizontal strokes needed to join some letters and understand which letters are best left un-joined
Y4	- Spells correctly most words from Year 3/4 spelling list - Spells most words correctly following rules taught from NC spelling guidance for Y3/4 (NC Appendix 1) - Spells many common homophones and near homophones (NC Appendix 2) - Increase the legibility, consistency and quality of their handwriting.
Y5	- Spells correctly many words from Year 5/6 spelling list - Spells many words correctly following rules taught from NC spelling guidance for Y5/6 (NC Appendix 1) - Writes legibly and fluently in a joined style
Y6	- Spells correctly most words from Y5/6 spelling list - Spells most words correctly following rules taught from NC spelling guidance for Y5/6 (NC Appendix 1) - Uses hyphens to join a prefix to a rood word - Spells a wide range of homophones and other words that are often confused. - Maintain legibility in joined writing when writing at speed

Grammar and punctuation

Y1	• Uses spacing between words • Begins to punctuate sentences using capital letters and full stops • Uses capital letters correctly for names of people, places, the days of the week and the personal pronoun 'I' • Begins to use other punctuation marks (question marks and exclamation marks)
Y2	• Demarcates most sentences with capital letters, full stops, question marks and exclamation marks • Uses commas to separate items in a list mostly correctly • Can mark singular possession of nouns accurately (Alex's coat / The witch's cottage) • Uses present and past tense correctly and consistently, including the progressive form (Olly is playing football / He was shouting)
Y3	• Uses a wider range of conjunctions including: if, when, because and although to extend the range of sentences with more than one clause • Uses conjunctions, adverbs and prepositions to express time, place and cause (e.g. before, after, while, so, then, next, soon, therefore, during) • Uses examples of the present perfect form of the verb instead of the simple past • Uses the correct form of 'a' or 'an' depending on whether the next word begins with a consonant or a vowel • Correctly demarcates sentences with capital letters, full stops, question marks, exclamation marks and commas for lists • Uses capital letters for proper nouns • Records direct speech in sentences and mostly uses inverted commas correctly • Attempts to use other speech punctuation • Uses and maintains the appropriate verb tense in most of their writing
Y4	• Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Uses tenses accurately and consistently through a piece of work • Correctly demarcates sentences with capital letters, full stops, question marks, exclamation marks and commas for lists • Uses inverted commas • Uses a comma and other punctuation to indicate direct speech • Uses commas after fronted adverbials • Uses apostrophes to mark plural possession
Y5	• Uses relative clauses beginning with *who, which, where, when, whose* and *that* • Uses expanded noun phrases to convey complicated information concisely • Indicates degrees of possibility using adverbs (e.g. perhaps, possibly, surely) or modal verbs (e.g. might, should, will, must) • Correctly uses apostrophes for possession and contraction • Uses brackets, dashes or commas to indicate parenthesis • Uses commas to clarify meaning or avoid ambiguity • Uses a colon to introduce a list
Y6	• Knows and uses sentence structure typical of informal speech and structures appropriate for formal speech and writing e.g. the use of contractions • Correct subject and verb agreement used consistently • Mostly selects vocabulary and grammatical structures that reflect what the writing requires (passive verbs, modal verbs) • Punctuate bullet points consistently • Use the range of punctuation taught at KS2 mostly accurately • Use hyphens to avoid ambiguity • Use a colon or semi-colon to mark the boundary between independent clauses

Composition

Y1
- Can write simple sentences that make sense
- Writes more than five sentences sequentially to form short narratives
- Uses own ideas when writing
- Joins any sentence with a conjunction
- Uses time connectives to make simple connections between ideas and events (last week, first, next, then, finally), including those to show the start and end of a text (Once upon a time, One day, they all lived happily ever after)
- With support, proof-reads work to ensure writing makes sense

Y2
- Confidently writes sustained, coherent narratives about personal experiences and those of others
- Uses expanded noun phrases to describe and specify (the blue butterfly)
- Uses a range of subordination (when, if, that or because) and co-ordination (or, and, so, but)
- Starts to use different sentence types such as statements, questions, exclamations and commands
- Mostly chooses the correct homophones and near-homophones correctly when writing
- Proof-reads to check for errors in spelling, grammar and punctuation, ensuring their writing makes sense

Y3
- Write a narrative structure with a simple plot including a beginning, middle and end
- Begins to develop character and settings
- Organises ideas in a logical sequence
- Begins to use paragraphs to organise ideas around a theme
- Begins to demonstrate an understanding of audience and purpose
- Is able to suggest improvements to their own writing and the writing of others, assessing the effectives of their own and others' writing

Y4
- Establishes a clear purpose throughout a piece of writing, showing an awareness of audience
- Uses the main features of a narrative structure including beginnings, settings, characters, phot and endings
- Uses fronted adverbials
- Varies the range and position of conjunctions in sentences *including e.g. while, since, unless, though, although*
- Uses expanded noun phrases by the addition of modifying adjectives and prepositional phrases
- Uses paragraphs to organise ideas around a theme
- Uses appropriate headings and sub-headings to structure a wider range of non-narrative texts to make information clear and cohesive
- Can proof read their own and others' writing for spelling and punctuation and errors and to make improvements, using a dictionary where appropriate

Y5
- Writes for a range of purposes and audiences and is beginning to show good awareness of the reader
- In narratives, describes settings, characters and atmosphere
- Selects the appropriate tense for a range of writing (e.g. diary, story, recount) and use consistently
- Uses devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly)
- Uses a variety of simple, compound and complex sentences to create specific effects or add detail
- Begins to integrate dialogue into narratives to convey character and advance the action
- In non-narrative writing, uses simple devices to structure the text and support the reader (e.g. headings, sub-headings, bullet points)
- Uses the first 3 or 4 letters of a word to check spelling, meaning, or both, in a dictionary
- Assess the effectiveness of their own and others' writing by proof-reading

Y6
- Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describes settings, characters and atmosphere showing a good awareness of audience and purpose
- Integrates dialogue into narratives to convey character and advance the action
- Uses a wider range of devices to build cohesion including: conjunctions, synonyms, adverbials of time and place, pronouns, synonyms and ellipsis
- Uses a variety of sentence structures to build up detail and selects appropriate gramma and vocabulary to change and enhance meaning
- Proof reads own work carefully for spelling mistakes, correct use of grammar including consistent verb tense and punctuation

Progression within expected Writing outcomes across different genres at Levendale:

To entertain: narrative	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>The purpose</u> of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.	Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create	Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue,	Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.	Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters'	Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through confident vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language to consciously engage the reader.	Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks), exercising conscious control over levels of formality. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language, using what they have

		jumper instead of top, policeman instead of man) etc.	• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)	thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.	• Dialogue is used to convey characters' thoughts and to move the narrative forward.	read as models for their own writing. • Language is selected, showing good awareness of the audience and purpose for writing. • Dialogue is used to create atmosphere, convey character and advance the action.

To inform: reports	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common forms of report text: Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological • creatures) • Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	Use **present and past tense** throughout writing **Questions** can be used to form titles **Question marks** are used to denote questions (Y1) Use **conjunctions** e.g. because to aid explanation **Use adjectives** including **comparative adjectives** to create description	Express **time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Headings and subheadings** used to aid presentation	Create **cohesion** through the use of **nouns and pronouns** Use of **paragraphs** to organise ideas	Create **cohesion within paragraphs** using adverbials **Parenthesis** can be used to add additional information **Use layout devices** to provide additional information and guide the reader	Use **vocabulary typical of informal speech** and that appropriate for **formal speech** in the appropriate written forms **The passive voice** can be used Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, headings and questions.

To inform: recounts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure often includes: • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • an account of the events that took place, often in chronological order (The first person to arrive was ...) • some additional detail about each event (He was surprised to see me.) • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	Use **past and present tense** throughout writing Use **progressive** forms of verbs Use **conjunctions** for coordination and subordination Use of **noun phrases**	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Inverted commas can be used to punctuate direct speech**	Use of **paragraphs** to organise ideas Effective use of **expanded noun phrases** **Fronted adverbials** (e.g. Later that day)	Use of the **past perfect** **Modals** can be used to indicate degrees of possibility Create **cohesion within paragraphs** using adverbials	Use of the **past perfect progressive** form of verbs Adapt **degrees of formality and informality** to suit the form of the text Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials

To inform: non-chronological reports	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General structure: A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer … because the temperature begins to drop … so the hedgehog looks for a safe place to hide.	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	Consistent use of **present tense** **Questions** can be used to form titles **Question marks** are used to denote questions (Y1) Use **conjunctions** e.g. so…because	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation	Use **fronted adverbials** Use of **paragraphs** to organise ideas Create **cohesion** through the use of **nouns and pronouns**	**Indicate degrees of possibility using adverbs** and **modal verbs** **Use layout devices** to provide additional information and guide the reader Create **cohesion within paragraphs** using adverbials **Relative clauses** can be used to add further information **Parenthesis** can be used to add clarification of technical words	Adapt **degrees of formality and informality** to suit the form of the explanation Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials **The passive voice** can be used
To inform: instructions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General structure: Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	Use of **command sentences** **Commas** in lists	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation	N/A	N/A	N/A

and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.						
To persuade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General structure: An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	N/A	N/A	Written in **present tense** Rhetorical questions Effective use of **noun phrases** 3 **Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** Use **present perfect** form of verbs	Create **cohesion** through the use of **nouns and pronouns** Use **adverbials** e.g. therefore, however… Use **paragraphs** to organise ideas Effective use of **expanded noun phrases**	**Modals** can be used to **suggest degrees of possibility** Create **cohesion within paragraphs** using adverbials	**Make formal and informal vocabulary choices** Adapt **degrees of formality and informality** to suit the form of the text **The passive voice** can be used in some formal persuasive texts Use conditional forms such as the **subjunctive form** to hypothesise Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials

To discuss	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The most common structure includes: • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided	N/A	N/A	N/A	N/A	Consistent use of **present tense** (Y2) Use **present perfect** form of verbs (Y3) Effective use of **noun phrases** Use of **paragraphs** to organise ideas Use **adverbials** e.g. therefore, however… **Heading and subheadings** used to aid presentation (Y3) Create **cohesion within paragraphs** using adverbials **Use layout devices** to provide additional information and guide the reader	Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials **Make formal and informal vocabulary choices** **Use the passive voice** to present points of view without Adapt **degrees of formality and informality** to suit the form of the discussion Use conditional forms such as the **subjunctive form** to hypothesise **Make formal and informal vocabulary choices** Use semi-colons, colons and dashes to make boundaries between clauses

Levendale Writing Termly Expectations by Year Group
If a child is to meet expected standard by the end of each year group, these are our end of term expectations in writing.

Reception / EYFS 2		
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:		
Autumn Term	**Spring Term**	**Summer Term**
• to be able to write any phase 2 grapheme • to be able to write the tricky words **is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be** • To be able to segment and write CVC words using phase 2 graphemes • To be able to write Christian name • To write labels and captions	• To be able to write any phase 3 tricky word: **was, you, they, my, by, all, are, sure, pure** • To segment and write words containing Phase 3 graphemes • To write short sentences	• To be able to write any phase 4 tricky word: **said, so, have, like, some, come, love, do , were, here, little, says, there, when, what, one, out, today** • To segment and write words containing Phase 4 graphemes • To write full name (first name and Surname) • To use correct punctuation (full stop, capital letter, finger space) • To write in full sentences • To write for a range of purposes (story, letter, instructions, labels)
Ongoing • letter formation		

Year 1		
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:		
Autumn Term	**Spring Term**	**Summer Term**
• Makes phonetically plausible attempts at spelling unfamiliar words • Forms most lowercase letters the same size, relative to one another, and the right orientation • Can write simple sentences that make sense • Uses own ideas when writing • Uses spaces between words • Begin to use full stops • Uses capital letters correctly for persona pronoun 'I'	• Joins sentences with any conjunction • Uses Time Connectives to make simple connections between ideas and events) last week, first, next, then, finally), including those to show the start and end of a text (once upon a time, one day, they all lived happily ever after) • Begins to punctuate sentences using capital letters and full stops • Uses capital letters correctly for people, days of the week	• Handwriting is clear with most letters correctly formed (cursive print – lead in and lead out lines) • Writes more than 5 lines sequentially to form short narratives • With support, proof reads work to ensure writing makes sense • Uses capital letters correctly for names of places • Is beginning to use other punctuation marks (question mark and exclamation mark)
Ongoing • Spells correctly most of the tricky words taught in the order given in Little Wandle Letters & Sounds revised • Can spell words containing each of the 40 + phonemes (not explicitly) • Spells correctly some words from NC Appendix 1: Spellings for Year 1		

Year 2
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:

Autumn Term	Spring Term	Summer Term
- Uses present and past tense correctly and consistently, including the progressive form (Ollie *is playing* football / He *was shouting* - Uses commas to separate items in a list mostly correctly - Uses expanded noun phrases to describe and specify (**the blue butterfly)** - Starts to use some of the diagonal and horizontal strokes needed to join letters	- Confidently writes sustained coherent narratives about personal experiences and those of others (fiction or non-fiction/real events) - Forms all letters correctly, including capital letters, using the right size and orientation - Spells more common words with contracted forms **(don't, couldn't, can't, it's)** - Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	- Spells many common exception words - Uses a range of subordination **(when, if, that or because)** and co-ordination **(or, and, so** or **but)** - Can mark singular possession of nouns accurately (Alex's coat / The witch's cottage - Starts to use different sentence types such as statements, questions, exclamations and commands

Ongoing
- Demarcates most sentences with capital letters, full stops, question marks and exclamation marks
- Mostly chooses the correct homophones and near-homophones correctly when writing
- Proof-reads to check for errors in spelling, grammar and punctuation, ensuring their writing makes sense

Year 3
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:

Autumn Term	Spring Term	Summer Term
• Uses diagonal and horizontal strokes needed to join some letters and understand which letters are best left unjoined • Write a narrative structure with a simple plot including a beginning, middle and end • Organises ideas in a logical sequence • Begins to demonstrate an understanding of purpose and audience • Uses the correct form of 'a' or 'an' depending on whether the next word begins with a consonant or vowel • Uses capital letters for proper nouns	• Begins to develop character and settings • Begins to use paragraphs to organise ideas around a theme • Use a wider range of conjunctions including: if, when, because and although to extend the range of sentences with more than one clause. • Uses conjunctions, adverbs and prepositions to express time place and cause (e.g. before, after, while, so, then, next, soon, therefore, during) • Correctly demarcates sentences with capital letters, full stops, question marks, exclamation marks and commas for lists • Records direct speech in sentences and mostly uses inverted commas correctly	• Able to suggest improvements to their own writing and the writing of others assessing the effectiveness of their own and others writing • To be able to proof read and suggest improvements to their own and others' writing • Attempts to use other speech punctuation

Ongoing
- Spells correctly many words from the Year 3/4 spelling list (see National Curriculum Appendix 1)
- Spells many words correctly following rules taught from the National Curriculum spelling guidance for Y3/4 (see National Curriculum Appendix 1)
- Uses examples of the present perfect form of the verb instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
- Uses and maintains the appropriate verb tense in most of their writing

Year 4
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:

Autumn Term	Spring Term	Summer Term
• Uses fronted adverbials (adverbs, prepositions) • Uses expanded noun phrases by the addition of modifying adjectives and prepositional phrases (e.g the teacher expanded to the strict teacher with curly hair) • Uses paragraphs to organise ideas around a theme • Uses tenses accurately and consistently throughout a piece of work • Correctly demarcates most sentences with capital letters, full stops, question marks, exclamation marks and commas for lists • Uses inverted commas	• Uses the main features of a narrative structure including beginnings, settings, characters, plot and endings • Varies the range and position of conjunctions in sentences including while, since, though and although • Uses appropriate headings and sub-heading to structure a wider range of non-narrative texts to make information clear and cohesive • Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Uses a comma and other punctuation to indicate direct speech	• Spells many common homophones and near homophones (See National Curriculum Appendix 2) • Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the down strokes of letters are parallel and equidistant; the ascenders and descenders of letters do not touch) • Establishes a clear purpose throughout a piece of writing (e.g. to interest, inform, entertain or persuade the reader) showing an awareness of audience • Uses commas after fronted adverbials • Uses apostrophes for plural possession e.g. the girls' names

Ongoing
- Spells most words from Year 3/4 spelling list (National Curriculum Appendix 1)
- Spells most words correctly following rules taught from the National Curriculum spelling guidance for Y3/4 (see National Curriculum Appendix 1)
- Can proof read and edit their own and others' writing for spelling and punctuation errors and to make improvements, using a dictionary where appropriate

Year 5 **A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:**		
Autumn Term • In narratives, describes settings, characters and atmosphere • Selects the appropriate tense for a range of writing (e.g. diary, story, recount) and use consistently • Uses devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly) • Begins to integrate dialogue into narratives to convey character and advance the action • In non-narrative writing, uses simple devices to structure the text and support the reader (e.g. headings, sub-headings, bullet points) • Uses the first 3 or 4 letters of a word to check spelling, meaning, or both, in a dictionary	**Spring Term** • Uses relative clauses beginning with *who, which, where, when, whose* and *that* • Correctly uses apostrophes for possession and contraction • Uses a variety of simple, compound and complex sentences to create specific effects or add detail • Uses expanded noun phrases to convey complicated information concisely • Indicates degrees of possibility using adverbs (e.g. perhaps, possibly, surely) or modal verbs (e.g. might, should, will, must)	**Summer Term** • Uses brackets, dashes or commas to indicate parenthesis • Uses commas to clarify meaning or avoid ambiguity • Writes for a range of purposes and audiences and is beginning to show good awareness of the reader • Uses a colon to introduce a list
Ongoing • Spells correctly many words from Year 5/6 spelling list • Spells many words correctly following rules taught from NC spelling guidance for Y5/6 (NC Appendix 1) • Writes legibly and fluently in a joined style • Assess the effectiveness of their own and others' writing by proof-reading		

Year 6
A child working at the 'expected standard' in this year group would be able to do the following at the end of each term:

Autumn Term	**Spring Term**	**Summer Term**
• Spells a wide range of homophones and other words that are often confused. • In narratives, describes settings, characters and atmosphere showing a good awareness of audience and purpose. • Correct subject and verb agreement is consistent when using singular and plural.	• Uses hyphens to join a prefix to a root word: *co-ordinate, re-enter, co-operate.* • Uses a wider range of devices to build cohesion. • Integrates dialogue into narratives to convey character and advance the action. • Punctuate bullet points consistently. • Use the range of punctuation taught at KS2 mostly accurately. • Uses hyphens to avoid ambiguity.	• Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Uses a variety of sentence structures to build up detail and selects appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. • Knows and uses sentence structure typical of informal speech and structures appropriate for formal speech and writing. • Mostly selects vocabulary and grammatical structures that reflect what the writing requires. • Uses a wide range of punctuation accurately including a colon or semi-colon accurately to mark the boundary between independent clauses.

Ongoing
- Spells correctly most words from the Y5/6 spelling list (NC appendix 1).
- Spells most words correctly following rules taught from the NC spelling guidance for Y5/6.
- Maintain legibility in joined writing when writing at speed.
- Proof-reads own work carefully for spelling mistakes, correct use of grammar including consistent verb tense and punctuation, using a dictionary where appropriate.