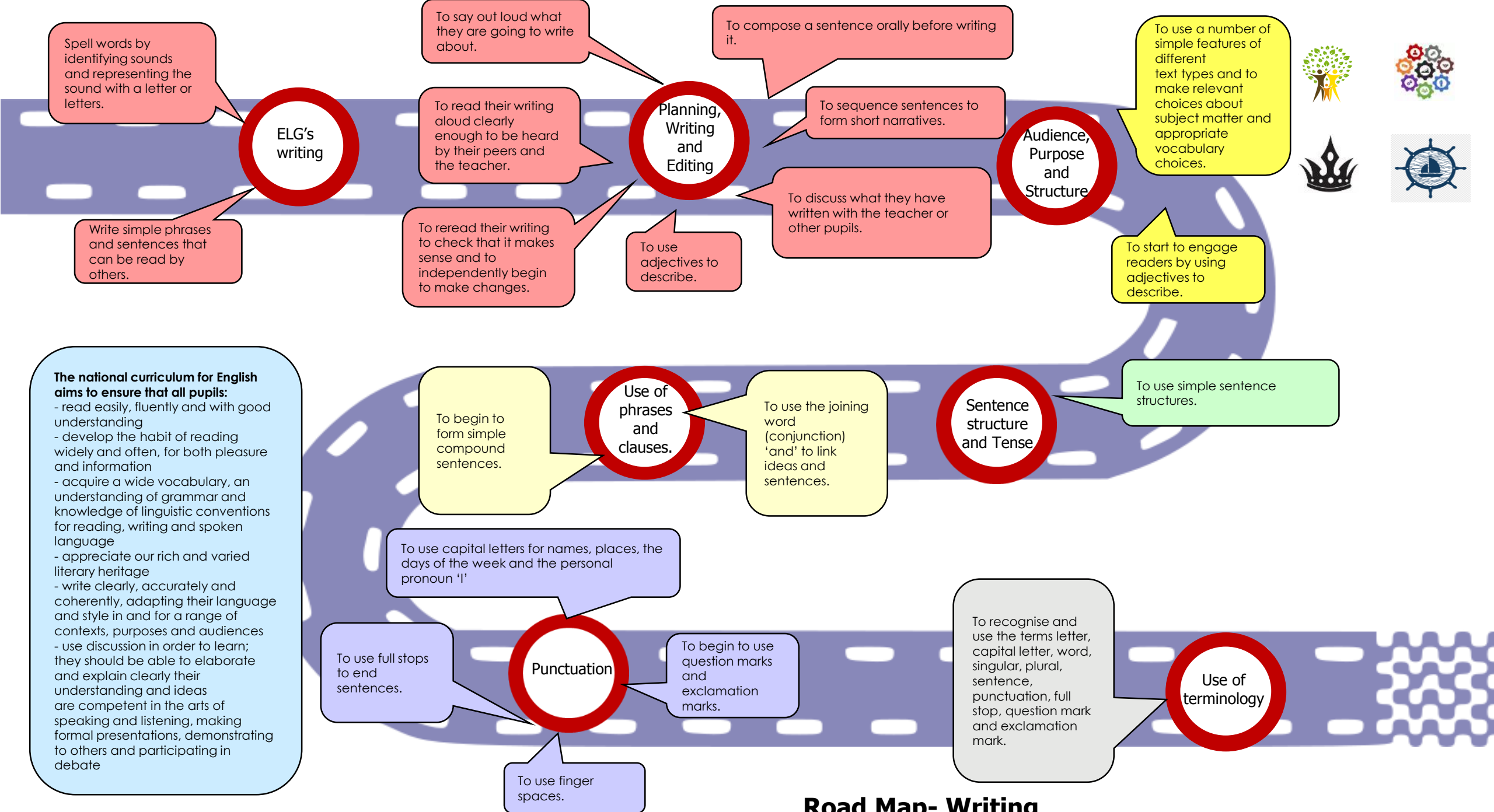






Planning, Writing and Editing

To say out loud what they are going to write about.

To compose a sentence orally before writing it.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

To sequence sentences to form short narratives.

To discuss what they have written with the teacher or other pupils.

To reread their writing to check that it makes sense and to independently begin to make changes.

To use adjectives to describe.

Audience, Purpose and Structure

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

To start to engage readers by using adjectives to describe.

The national curriculum for English aims to ensure that all pupils:

- 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

Use of phrases and clauses.

To begin to form simple compound sentences.

To use the joining word (conjunction) 'and' to link ideas and sentences.

Sentence structure and Tense

To use simple sentence structures.

Punctuation

To use full stops to end sentences.

To use capital letters for names, places, the days of the week and the personal pronoun 'I'

To begin to use question marks and exclamation marks.

To use finger spaces.

To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Use of terminology

Road Map- Writing Year 1



To reread to check that their writing makes sense and that the correct tense is used throughout.

To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

To write about real events

To write narratives about personal experiences and those of others (real and fictional).

To write simple poetry.

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To use co-ordination (or/and/but).

To use expanded noun phrases to describe and specify (e.g. the blue butterfly)

To use some subordination (when/if/that/because)

To use the full range of punctuation taught at key stage 1 mostly correctly including:

capital letters, full stops, question marks and exclamation marks;

Punctuation

apostrophes to mark singular possession and contractions.

commas to separate lists;

Audience, Purpose and Structure

To read aloud what they have written with appropriate intonation to make the meaning clear.

To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Sentence structure and Tense

To use the present tense and the past tense mostly correctly and consistently.

To form sentences with different forms: statement, question, exclamation, command.

To use some features of written Standard English.

To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Use of terminology

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Road Map- Writing Year 2

The national curriculum for English aims to ensure that all pupils:

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- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
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Planning, Writing and Editing

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.

Use of phrases and clauses.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

To use the full range of punctuation taught from previous mostly correctly including:

Punctuation

capital letters, full stops, question marks, commas to separate lists, exclamation marks; apostrophes to mark singular possession and contractions.

To punctuate direct speech accurately, including the use of inverted commas.

Audience, Purpose and Structure

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To begin to create settings, characters and plot in narratives.

To make deliberate ambitious word choices to add detail.

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Sentence structure and Tense

To use 'a' or 'an' correctly throughout a piece of writing

To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.

Use of terminology

To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Road Map- Writing Year 3



The national curriculum for English aims to ensure that all pupils:

- 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

**Planning,
Writing
and
Editing**

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.

To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences

**Use of
phrases
and
clauses.**

To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To consistently use apostrophes for singular and plural possession.

Punctuation

To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.

**Audience,
Purpose
and
Structure**

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well-structured and well-paced

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

**Sentence
structure
and Tense**

To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

To always maintain an accurate tense throughout a piece of writing.

**Use of
terminology**

To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.



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Planning, Writing and Editing

To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements

To consistently link ideas across paragraphs.

To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).

Use of phrases and clauses.

To use commas consistently to clarify meaning or to avoid ambiguity.

Punctuation

To use brackets, dashes or commas to indicate parenthesis.

Audience, Purpose and Structure

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

Sentence structure and Tense

To ensure the consistent and correct use of tense throughout all pieces of writing.

Use of terminology

To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.



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To note down and develop initial ideas, drawing on reading and research where necessary.

To use a wide range of devices to build cohesion within and across paragraphs.

To 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 (including literary language, characterisation, structure, etc.).

Planning, Writing and Editing

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

To use the subjunctive form in formal writing.

To habitually proofread for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Audience, Purpose and Structure

To distinguish between the language of speech and writing and to choose the appropriate level of formality.

To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Use of phrases and clauses.

To use the passive voice.

To use question tags in informal writing.

To use the perfect form of verbs to mark relationships of time and cause

Sentence structure and Tense

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

Punctuation

To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Use of terminology

To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

