

Writing Success

The most important part of planning for writing at St Joseph's (as with reading) is to choose a quality text that has examples of the skill we want the children to learn. The children will experience a range of genre writing over their time in school, but the progression of writerly skills is what we focus on developing. At the heart of the teaching of writing is the 'audience and purpose'. Children at St Joseph's are immersed within text that is written to have a specific impact on the reader. The skills of the text, such as the cohesive devices and suitability of vocabulary chosen are the tools in which children achieve writing for purpose. The Word Aware approach is used to improve pupils' vocabulary levels.

Linking with our reading policy, we follow an English guide of the 6 R's for texts and genres, that then inspire children to write creatively themselves. The focus always remains on 1) the writing purpose/style and the language choices 2) the sentence construction and grammar features to achieve this.

Writing should be drafted and edited by the children in response to feedback in an age appropriate format (including hot write pieces if needed). The marking of writing should mark the success criteria (not specifically the genre features) and pieces of writing should be marked through the text following the marking codes, picking up on any errors.

|   |          |                                                                                                                                                                                                 |
|---|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Relate   | Before we read, we connect our learning to what we already know, as well as finding out about the things that will help us understand what we are reading.                                      |
| 2 | Read     | We read widely and often so that we are familiar with, understand and have opinions about the text.                                                                                             |
|   | Rip      | We read like writers, using high-quality texts to help us understand the writer's craft e.g. Structure, language and grammar choices.                                                           |
|   | Rehearse | Before writing we rehearse the language we might use, through talk and drama. We also practice writing using the vocabulary and grammar we have learn from what we have read.                   |
| 3 | Write    | When we are ready and we know why and what we want to write, we spend time crafting our writing over time. We draft, edit and publish our writing so that it can be read and enjoyed by others. |
| 4 | Review   | Once we have written, we take time to evaluate the impact of our writing on its intended audience.                                                                                              |

Certain skills in this English cycle e.g. vocabulary development, will likely happen in more than one lesson. The above could also happen in a different order if it suited the planning process. Each box is a suggested stage, not one individual lesson.

| First 3 R's: relate, read and rip                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Introduce the book in the first few reading sessions and reading activities may begin (see reading policy for specific activities).     | A 'HOOK' activity may be used to launch the new learning. This could be a piece of art, drama, DT project, snippet of media etc. Immersion in quality text examples demonstrating the skills we want the children to learn. | Look at the writer's craft with grammar focuses linked to national curriculum and the skills the children need to develop. These skills can be practised in isolation and in context of the text. | Learn the text teaching the structure, grammar and punctuation. T4W if relevant                                                                                                                       | Internalise the text. Grammar objectives to enhance writing. |
| Rehearse and Write                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                              |
| Change the original text: boxing up or mapping. Begin planning their own writing. Vocabulary development using the Word Aware approach. | Drafting process with shared or paired write (if possible).<br><br>When we are ready and we know what we want to write, we spend time crafting our writing over time.                                                       |                                                                                                                                                                                                   | We edit and improve each stage of our writing once it is drafted. We share ideas and magpie vocabulary that could help us improve.<br><br>This could be used with self assessment or peer assessment. |                                                              |
| Review                                                                                                                                  |                                                                                                                                                                                                                             |                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                              |
| We publish our writing in our publishing books, so that it can be read and enjoyed by others.                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                              |

## ST JOSPEH'S CATHOLIC PRIMARY SCHOOL WRITING LONG TERM VIEW

|          | Genres                                                                                                                                                                                                                                                                                                                                                 | Punctuation                                                                                                                                                                                                                                                                                    | Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1/2 | <ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Dilemma stories</li> <li>• Fairy tales</li> <li>• Non chronological reports (explanations)</li> <li>• Science investigation</li> <li>• Letters</li> <li>• Nonsense poems</li> <li>• Shape/concrete poetry</li> <li>• Alliteration</li> </ul>                                          | <p>Finger spaces</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Apostrophes to mark singular possession in nouns</p> | <p>How words can combine to make sentences Joining words and joining clauses using 'and'</p> <p>Formation of nouns using suffixes</p> <p>Formation of adjectives using suffixes</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Singular and plural nouns</p> <p>Expanded noun phrases for description and specification</p> <p>Present and past tense</p> <p>Verb tenses</p> <p>Use progressive verb forms</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> |
| Year 3/4 | <ul style="list-style-type: none"> <li>• Fairy tales</li> <li>• Character/setting descriptions</li> <li>• Adventure stories</li> <li>• Play scripts</li> <li>• Kennings/Limericks</li> <li>• Acrostic</li> <li>• Idioms</li> <li>• Instructions</li> <li>• Explanation texts</li> <li>• Persuasive letters</li> <li>• Science investigation</li> </ul> | <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark singular and plural possession</p> <p>Use of commas after fronted adverbials</p> <p>Punctuation of bullet points to list information</p>                                                  | <p>Noun types and phrases</p> <p>Use of conjunctions, adverbs and prepositions to mark time, place and cause.</p> <p>Use of nouns and pronouns for clarity</p> <p>Fronted adverbials</p> <p>Present perfect verb form</p> <p>Pronouns, adjectives, adverbs, prepositions and determiners</p> <p>Prepositional phrases</p> <p>Coordinating and subordinating conjunctions</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p>Metaphors/similes</p>                                                                                                                                                                                                                                                 |

|          |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 5/6 | <ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Myth and Legends</li> <li>• Narrative</li> <li>• Haiku/cinquains</li> <li>• Narrative poems</li> <li>• Non chronological reports</li> <li>• Science investigation</li> <li>• Biographies</li> <li>• Brochures</li> <li>• Diaries</li> <li>• Letters</li> <li>• Balanced argument</li> </ul> | <p>Use of commas to clarify meaning or avoid ambiguity (complex sentences)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis</p> | <p>Direct and reported speech</p> <p>Passive and active voice</p> <p>Metaphors/similes/personification</p> <p>Modal verbs</p> <p>Adverbs (all types), prepositions and determiners</p> <p>Comparative and superlative adjectives</p> <p>Prepositional phrases</p> <p>Main clauses</p> <p>Subordinate clauses (with conjunctions)</p> <p>Relative clauses</p> <p>Standard English (subject verb agreement)</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Science investigations and forms of poetry will be in all year groups. We have a poetry week each year in February.

|        | Handwriting                                                                                                                                                                                                                                                                                                                                          | Transcript                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Composition                                                                                                                                                                                                                                                                                                                                                                                                                                    | VGP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <p>Can I sit correctly at a table, holding a pencil comfortably and correctly?</p> <p>Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place?</p> <p>Can I form capital letters?</p> <p>Can I form digits 0-9?</p> <p>Can I understand which letters belong to which handwriting 'families'?</p> | <p>Can I spell words containing each of the 40+ phonemes already taught?</p> <p>Can I spell common exception words?</p> <p>Can I spell the days of the week?</p> <p>Can I name the letters of the alphabet?</p> <p>Can I use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs?</p> <p>Can I use the prefix un-?</p> <p>Can I use -ing, -ed, -er and -est where no change is needed in the spelling of root words? [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Can I apply simple spelling rules and guidance? (as listed in <a href="#">English appendix 1</a>)</p> <p>Can I write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far?</p> | <p>Can I write sentences by:</p> <p>saying out loud what I am going to write about?</p> <p>composing a sentence orally before writing it?</p> <p>sequencing sentences to form short narratives?</p> <p>re-reading what I have written to check that it makes sense?</p> <p>Can I discuss what I have written with the teacher or other pupils?</p> <p>Can I read my writing aloud, clearly enough to be heard by my peers and the teacher?</p> | <p>Can I develop my understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'?</p> <p>beginning to punctuate sentences using a capital letter and a full stop?</p> <p>beginning to punctuate sentences using a question mark or exclamation mark?</p> <p>using a capital letter for names of people, places, the days of the week?</p> <p>Using a capital letter for the personal pronoun 'I'?</p> <p>Can I learn the grammar for year 1 in <a href="#">English appendix 2</a>?</p> <p>Can I talk about my writing using the right words from the grammar appendix?</p> |
|        |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | For composition and vocabulary, punctuation and grammar the Year 1/2 teacher can choose at their discretion whether to focus solely on Year 1 objectives for Year 1 or move them onto Year 2 objectives.                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Year 2 | <p>Can I form lower-case letters in the correct direction, starting and finishing in the right place?</p> <p>Can I form lower-case letters of the correct</p>                                                                                                                                                                                        | <p><i>Also see Y1 spelling rules for prefixes and suffixes.</i></p> <p>Can I spell words containing each of the 40+ phonemes already taught?</p> <p>Can I spell the days of the week?</p> <p>Can I name the letters of the alphabet?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Can I develop a positive attitude and stamina towards writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)?</p> <p>writing about real events?</p> <p>writing poetry?</p> <p>writing for different purposes?</p> <p>Can I prepare to write by:</p>                                                                                                                                      | <p>Can I develop my understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <p>learning how to use both familiar and new punctuation correctly?</p> <p>(Year 1 - full stops, capital letters, exclamation marks and question marks)</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>size relative to one another?</p> <p>Can I write capital letters and digits of the correct size, orientation and relationship to one another?</p> <p>Can I use spacing between words that reflects the size of the letters?</p> <p>Can I begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?</p> | <p>Can I segment spoken words into phonemes and representing these by graphemes, spelling many correctly?</p> <p>Can I learn new ways of spelling phonemes for which I or more spellings are already known, and learn some words with each spelling, including a few common homophones?</p> <p>Can I spell common exception words?</p> <p>Can I spell more words with contracted forms?</p> <p>Can I use the possessive apostrophe?</p> <p>Can I distinguish between homophones and near-homophones?</p> <p>Can I add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly?</p> <p>Can I write from memory simple sentences dictated by the teacher?</p> | <p>planning or saying out loud what I am going to write about?</p> <p>writing down ideas and/or key words, including new vocabulary?</p> <p>Can I make simple additions, revisions and corrections to my own writing by:</p> <p>evaluating it with the teacher and other pupils?</p> <p>rereading to check that their writing makes sense?</p> <p>Checking that verbs used to indicate time are used correctly and consistently, including verbs in the continuous form?</p> <p>Can I proofread to check for errors in spelling, grammar and punctuation?</p> <p>Can I read aloud what I have written with appropriate intonation to make the meaning clear?</p> | <p>(Year 2 – commas for lists and apostrophes for contracted forms and the possessive (singular))</p> <p>Can I learn how to use:</p> <p>sentences with different forms: statement, question, exclamation and commands?</p> <p>Can I use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Can I use present and past tenses correctly and consistently, including the progressive form?</p> <p>Can I use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)?</p> <p>Can I use some features of written Standard English?</p> |
| <b>Year 3</b> | <p>Can I use the diagonal and horizontal strokes that are needed to join letters?</p> <p>Can I understand which letters, when adjacent to one another, are best left unjoined?</p> <p>Can I increase the legibility, consistency</p>                                                                                                                                                                                | <p>Can I use further prefixes and suffixes and understand how to add them?</p> <p>Can I spell further homophones?</p> <p>Can I spell words that are often misspelt?</p> <p>Can I place the possessive apostrophe in singular words?</p> <p>Can I place the possessive apostrophe accurately in words with regular plurals? [for example, girls', boys']</p>                                                                                                                                                                                                                                                                                                                 | <p>Can I plan writing by talking about writing similar to that which I am planning to write?</p> <p>Can I discuss and record ideas?</p> <p>Can I use model examples to learn from their structure, vocabulary and grammar?</p> <p>Can I plan by talking about writing and recording initial ideas?</p> <p>Can I draft and write by composing and rehearsing sentences orally?</p> <p>Can I build a varied and rich vocabulary and an increasing range of sentence structures?</p>                                                                                                                                                                                | <p>Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although?</p> <p>Can I recognise verbs in present and past tense with accuracy and irregular forms of these?</p> <p>Can I use the present perfect form of verbs in contrast to the past tense?</p>                                                                                                                                                                                                                                                                 |

ST JOSPEH'S CATHOLIC PRIMARY SCHOOL WRITING LONG TERM VIEW

|        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | and quality of my handwriting?                                                                                                                                                                                                                                      | <p>Can I place the possessive apostrophe accurately in words with irregular plurals? [for example, children's]</p> <p>Can I use a dictionary with accuracy, choosing where to start looking for efficiency?</p> <p>Can I use the first 2 or 3 letters of a word to check its spelling in a dictionary?</p> <p>Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far?</p>                                                                                                                                                                                                                                 | <p>Can I organise paragraphs around a theme?</p> <p>Can I create settings that paint a clear picture in the reader's mind?</p> <p>Can I create characters that suit the narrative genre?</p> <p>Can I create a clear plot?</p> <p>Can I use organisational devices in non-narrative writing?</p> <p>Can I assess the effectiveness of my own and others' writing and suggesting improvements?</p> <p>Can I propose changes to grammar and vocabulary to improve the overall consistency of my writing?</p> <p>Can I include the accurate use of pronouns in sentences?</p> <p>Can I proofread for spelling and punctuation errors?</p> <p>Can I read my writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear?</p> | <p>Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?</p> <p>Can I use conjunctions, adverbs and prepositions to express time and cause?</p> <p>Can I use fronted adverbials to enhance my sentence structure?</p> <p>Can I use commas after fronted adverbials?</p> <p>Can I indicate possession by using the possessive apostrophe with singular and plural nouns?</p> <p>Can I use and punctuate direct speech?</p>                                                                                                                                       |
| Year 4 | <p>Can I use the diagonal and horizontal strokes that are needed to join letters?</p> <p>Can I understand which letters, when adjacent to one another, are best left unjoined?</p> <p>Can I increase the legibility, consistency and quality of my handwriting?</p> | <p>Can I use further prefixes and suffixes and understand how to add them?</p> <p>Can I spell further homophones?</p> <p>Can I spell words that are often misspelt?</p> <p>Can I place the possessive apostrophe in singular words?</p> <p>Can I place the possessive apostrophe accurately in words with regular plurals? [for example, girls', boys']</p> <p>Can I place the possessive apostrophe accurately in words with irregular plurals? [for example, children's]</p> <p>Can I use a dictionary with accuracy, choosing where to start looking for efficiency?</p> <p>Can I use the first 2 or 3 letters of a word to check its spelling in a dictionary?</p> | <p>Can I plan writing by talking about writing similar to that which I am planning to write?</p> <p>Can I discuss and record ideas?</p> <p>Can I use model examples to learn from their structure, vocabulary and grammar?</p> <p>Can I plan by talking about writing and recording initial ideas?</p> <p>Can I draft and write by composing and rehearsing sentences orally?</p> <p>Can I build a varied and rich vocabulary and an increasing range of sentence structures?</p> <p>Can I organise paragraphs around a theme?</p> <p>Can I create settings that paint a clear picture in the reader's mind?</p> <p>Can I create characters that suit the narrative genre?</p> <p>Can I create a clear plot?</p> <p>Can I use organisational devices in non-narrative writing?</p>                      | <p>Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although?</p> <p>Can I recognise verbs in present and past tense with accuracy and irregular forms of these?</p> <p>Can I use the present perfect form of verbs in contrast to the past tense?</p> <p>Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?</p> <p>Can I use conjunctions, adverbs and prepositions to express time and cause?</p> <p>Can I use fronted adverbials to enhance my sentence structure?</p> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Can I assess the effectiveness of my own and others' writing and suggesting improvements?</p> <p>Can I propose changes to grammar and vocabulary to improve the overall consistency of my writing?</p> <p>Can I include the accurate use of pronouns in sentences?</p> <p>Can I proofread for spelling and punctuation errors?</p> <p>Can I read my writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Can I use commas after fronted adverbials?</p> <p>Can I indicate possession by using the possessive apostrophe with singular and plural nouns?</p> <p>Can I use and punctuate direct speech?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 5</b> | <p>Can I use the diagonal and horizontal strokes that are needed to join letters?</p> <p>Can I understand which letters, when adjacent to one another, are best left unjoined?</p> <p>Can I increase the legibility, consistency and quality of my handwriting?</p> <p>Can I write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> | <p>Can I use further prefixes and suffixes and understand how to add them?</p> <p>Can I spell further homophones?</p> <p>Can I spell words that are often misspelt?</p> <p>Can I place the possessive apostrophe in singular words?</p> <p>Can I place the possessive apostrophe accurately in words with regular plurals? [for example, girls', boys']</p> <p>Can I place the possessive apostrophe accurately in words with irregular plurals? [for example, children's]</p> <p>Can I use dictionaries with accuracy following the alphabetised system to check the spelling and meaning of words?</p> <p>Can I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary?</p> <p>Can I use a thesaurus to find suitable synonyms?</p> | <p>Can I identify the audience and purpose for my writing?</p> <p>Can I use model examples to learn from their structure, vocabulary and grammar?</p> <p>Can I note ideas to support me in planning my writing?</p> <p>Can I ensure correct subject and verb agreement when using singular and plural?</p> <p>Can I ensure the consistent and correct use of tense throughout a piece of writing?</p> <p>Can I distinguish between the language of speech and writing and choosing the appropriate register?</p> <p>Can I create settings that paint a clear picture and tone in the reader's mind?</p> <p>Can I describe characters and integrate dialogue to convey character?</p> <p>Can I create characters that suit the narrative genre?</p> <p>Can I create a plot line clearly structured?</p> <p>Can I write using organised paragraphs?</p> <p>Can I use a wide range of devices to build cohesion within paragraphs?</p> <p>Can I use a wide range of devices to build cohesion across paragraphs?</p> <p>Can I use organisational devices in non-narrative writing?</p> | <p>Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although?</p> <p>Can I use commas in complex sentences to mark main and subordinate clauses?</p> <p>Can I recognise verbs in present and past tense with accuracy and irregular forms of these?</p> <p>Can I use conjunctions, adverbs and prepositions to express time and cause?</p> <p>Can I use noun and prepositional phrases to add detail to my sentences?</p> <p>Can I use fronted adverbials to enhance my sentence structure?</p> <p>Can I use commas after fronted adverbials?</p> <p>Can I indicate possession by using the possessive apostrophe with singular and plural nouns?</p> <p>Can I recognise forms of Standard English? ('we were' not 'we was')</p> |

ST JOSPEH'S CATHOLIC PRIMARY SCHOOL WRITING LONG TERM VIEW

|               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | choosing the writing implement that is best suited for a task?                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Can I assess the effectiveness of my own and others' writing and suggesting improvements?<br>Can I propose changes to grammar and vocabulary to improve the overall consistency of my writing?<br>Can I proofread for spelling and punctuation errors?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Can I identify relative pronouns and their place within relative clauses?<br>Can I use and punctuate direct speech?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Year 6</b> | Can I write legibly?<br>Can I write fluently and with increasing speed?<br>Can I make choose which shape of a letter to use when given choices and deciding whether or not to join specific letters?<br>Can I choose the writing implement that is best suited for a task? | Can I use further prefixes and suffixes and understand the guidance for adding them?<br>Can I spell some words with 'silent' letters? [for example, knight, psalm, solemn]<br>Can I continue to distinguish between homophones and other words which are often confused?<br>Can I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically?<br>Can I use dictionaries to check the spelling and meaning of words?<br>Can I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary?<br>Can I use a thesaurus to find suitable synonyms? | Can I identify the audience for and purpose of my writing?<br>Can I select the appropriate form and using other similar writing as models for my own writing?<br>Can I note and develop initial ideas, drawing on reading and research where necessary?<br>Can I consider how authors have developed characters in narratives and adopt this?<br>Can I consider how authors have developed settings in narratives and adopt this?<br>Can I select appropriate grammar and vocabulary for my writing type?<br>Can I understand how grammar and vocabulary choices can change and enhance meaning in my writing?<br>Can I describe settings to create atmosphere?<br>Can I describe characters and integrate dialogue to convey character and advance the action?<br>Can I précis longer passages?<br>Can I use a wide range of devices to build cohesion within paragraphs?<br>Can I use a wide range of devices to build cohesion across paragraphs?<br>Can I use further organisational and presentational devices to structure text and to guide the reader?<br>Can I assess the effectiveness of my own and others' writing? | Can I recognise vocabulary and structures that are appropriate for formal speech and writing? (e.g. subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility)<br>Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun?<br>Can I use commas to clarify meaning or avoid ambiguity in writing?<br>Can I use hyphens to avoid ambiguity?<br>Can I use brackets, dashes or commas to indicate parenthesis?<br>Can I use semicolons, colons or dashes to mark boundaries between independent clauses?<br>Can I use a colon to introduce a list?<br>Can I punctuate bullet points consistently? |

ST JOSPEH'S CATHOLIC PRIMARY SCHOOL WRITING LONG TERM VIEW

|  |  |  |                                                                                                                                                                         |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  | <p>Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning?</p> <p>Can I proofread for spelling and punctuation errors?</p> |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|