

Binbrook CE Primary School Whole School Writing Overview



	EYFS (outcomes based on Early Learning Goals)	KS1 (NC outcomes)		KS2 (NC outcomes)			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Plan	To learn new vocabulary. Begin to articulate their ideas and thoughts verbally in well-formed sentences. Begin to use talk to help work out problems and organise thinking and activities. To explain how things work and why they might happen. To listen to and talk about stories to build familiarity and understanding To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To develop storylines in their pretend play.	To say out loud what they are going to write about To compose a sentence orally before writing it	To write narratives about personal experiences and those of others (real or fictional) To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	To begin to use ideas from their own reading and modelled examples to plan their writing. To compose and rehearse sentences orally (including dialogue). 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.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	To plan writing by identifying audience and purpose, 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 note down and develop initial ideas, drawing on reading and research where necessary. 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.).
Draft and write	To use new vocabulary throughout the day. To describe events in some detail.	To sequence sentences to form short narratives To begin to engage readers by using adjectives to describe	To write about real events. To write simple poetry. To encapsulate what they want to say, sentence by sentence.	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	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

	To explain how things work and why they might happen. Begin to develop social phrases. To use new vocabulary in different contexts.		To use new vocabulary from their reading and from real-life experiences (cultural capital) To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To begin to create settings, characters and plot in narratives	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 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.	(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).
Evaluate, edit and proof read	To re-read what they have written to check it makes sense.	To reread what they have written to check that it makes sense To discuss what they have written with the teacher or other pupils To read aloud their writing clearly enough to be heard by their peers and the teacher.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation to control the tone and volume so that the meaning is clear.	To proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Word	See Little Wandle Phonics Programme Overview for Reception	To use regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun To use suffixes that can be added to verbs where no change is needed in the spelling of root words (eg helping, helped, helper) Know how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	To form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	To form nouns using a range of prefixes (for example super-, anti-, auto-) To use forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box) To use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)	To know the grammatical difference between plural and possessive -s To use standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)	To convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) To use verb prefixes (eg dis-, de-, mis-, over- and re-)	To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) To know how words are related by meaning as synonyms and antonyms (eg big, large, little)

		Also see Little Wandle Phonics Programme Overview for Y1					
Sentence	To use new vocabulary throughout the day. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of conjunctions	To understand how words can combine to form sentences To join words and clauses using 'and'	To write sentences with different forms: <i>statement, question, exclamation, command</i> To use some features of written standard English To use coordination (or/but/and) To use some subordination (when/if/that/because) To use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour) To use the present tense and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)	To express time, place and cause using conjunctions (eg when, before, after, while, so, because), adverbs (eg then, next, soon, therefore), or prepositions (eg before, after, during, in, because of) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions using the <i>I SAW A WABUB</i> mnemonic. To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement	To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>) To use fronted adverbials (eg <i>Later that day, I heard the bad news</i>) To always maintain an accurate tense throughout a piece of writing.	To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (eg <i>Professor Scribble, who was a famous inventor, had made a new discovery</i>) To indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)	To use the passive voice to affect the presentation of information in a sentence (eg <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>). To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech) 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. To use the perfect form of verbs to mark relationships of time and cause.
Text	Begin to write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	To sequence sentences to form short narratives	To sequence sentences to form longer narratives	Begin to use paragraphs as a way to group related material To use headings and sub-headings to aid presentation <i>To use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)</i>	To use paragraphs to organise ideas around a theme To choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition	To use devices to build cohesion within a paragraph (eg then, after that, this, firstly) To link ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choices (eg he had seen her before)	To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis To use layout devices (eg headings, sub-headings, columns, bullets, or tables) to structure text

Punctuation	Begin to use a capital letter at the beginning of a sentence and a full stop at the end	To separate words with finger spaces To use capital letters and full stops To begin to use question marks and exclamation marks to demarcate sentences To use capital letters for names and for the personal pronoun 'I'	To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use commas to separate items in a list To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)	Introduction to inverted commas to punctuate direct speech	To use inverted commas and other punctuation to indicate direct speech (eg a comma after the reporting clause; end punctuation within inverted commas, eg: <i>The conductor shouted, "Sit down!"</i>) To use apostrophes to mark plural possession (eg the girl's name, the girls' names) To use commas after fronted adverbials	To use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	To use the semi-colon, colon and dash to mark the boundary between independent clauses (eg <i>It's raining; I'm fed up</i>) To use the colon to introduce a list and use of semi-colons within lists To use bullet points to list information To know how hyphens can be used to avoid ambiguity (eg <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)
Terminology	Capital letter, full stop, sentence	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
Handwriting	<u>Early Learning Goals:</u> Write recognisable letters, most of which are correctly formed Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters form digits 0-9 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)	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 - choosing the writing implement that is best suited for a task		