



# Pilgrims' Way Primary School

## Writing Overview



### EYFS Outcomes

**ELG: Writing** - Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others

**ELG: Fine Motor Skills** - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

### Writing genres – Year 1

Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Ideas grouped in sentences in time sequence</p> <p>.</p>	<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Beginning or end of narrative signaled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>



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Transcription (spelling)	Handwriting	Composition	Grammar & punctuation
<p><u>spell:</u></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><u>add prefixes and suffixes:</u></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>apply simple spelling rules and guidelines, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<p><u>write sentences by:</u></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><u>develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>



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Writing genres – Year 2								
Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> <p>Main ideas organised in groups.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraph</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate</p>



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								concurrent events e.g. as they were waiting
	<b>Transcription (spelling)</b>		<b>Handwriting</b>	<b>Composition</b>			<b>Grammar &amp; punctuation</b>	
2	<p><u>spell by:</u></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidelines, listed in Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<p><u>develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p><u>consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><u>make simple additions, revisions and corrections to their own writing by:</u></p> <p>evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are</p>			<p><u>develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p><u>learning how to use:</u></p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>the present and past tenses correctly and consistently</li> </ul>	



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			<p>used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>including the progressive form</p> <ul style="list-style-type: none"><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but) □</li><li>• the grammar for year 2 in English Appendix 2</li><li>• some features of written Standard English</li><li>• □ use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li></ul>
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## Writing Overview



Writing genres – Year 3								
Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some letter layout features included.</p>	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>



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	Transcription (spelling)	Handwriting	Composition	Grammar & punctuation
3	<ul style="list-style-type: none"> <li>To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</li> <li>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</li> <li>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</li> <li>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</li> <li>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</li> <li>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</li> <li>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</li> <li>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</li> <li>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</li> <li>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>in narratives, begin to creating settings, characters and plot</li> <li>To compose and rehearse sentences orally (including dialogue).</li> <li>in non-narrative material, begin to use simple organisational devices (for examples headings and sub-headings)</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To make deliberate ambitious word choices to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To use 'a' or 'an' correctly throughout a piece of writing.</li> <li>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.</li> <li>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To punctuate direct speech accurately, including the use of inverted commas.</li> <li>To recognise and use the terms preposition,</li> </ul>



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	<ul style="list-style-type: none"><li>• To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</li><li>• To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)</li><li>• To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</li><li>• To use the first two or three letters of a word to check its spelling in a dictionary.</li></ul>			<p>conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <ul style="list-style-type: none"><li>•</li></ul>
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# Pilgrims' Way Primary School

## Writing Overview



Writing genres – Year 4								
Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence</p>



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							which includes alliteration.	structures and ellipsis
	Transcription (spelling)	Handwriting	Composition	Grammar & punctuation				
4	<ul style="list-style-type: none"> <li>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</li> <li>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</li> <li>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</li> <li>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</li> <li>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</li> </ul>	<ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write a range of narratives that are well-structured and well-paced.</li> <li>To create detailed settings, characters and plot in narratives to</li> </ul>	<ul style="list-style-type: none"> <li>To always maintain an accurate tense throughout a piece of writing.</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>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</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>To consistently choose nouns or pronouns appropriately to aid</li> </ul>				



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<ul style="list-style-type: none"> <li>• To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</li> <li>• To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</li> <li>• To spell words that use the possessive apostrophe with plural</li> <li>• words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>• To use their spelling knowledge to use a dictionary more efficiently.</li> </ul>		<p>engage the reader and to add atmosphere.</p> <ul style="list-style-type: none"> <li>• To begin to read aloud their own writing, to a group or the whole</li> <li>• class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	<p>cohesion and avoid repetition, e.g. he, she, they, it.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To consistently use apostrophes for singular and plural possession.</li> <li>• To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</li> </ul>
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### Writing genres – Year 5

Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>



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	writer's perspective.	Formal and technical language used throughout to engage the reader.			revealing the writer's perspective.			
	<b>Transcription (spelling)</b>		<b>Handwriting</b>	<b>Composition</b>		<b>Grammar &amp; punctuation</b>		
5	<ul style="list-style-type: none"> <li>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</li> <li>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</li> <li>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</li> <li>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)</li> <li>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</li> <li>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</li> <li>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</li> </ul>		<ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>		<ul style="list-style-type: none"> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>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).</li> <li>To use relative clauses beginning with a relative pronoun with confidence (who, which, where,</li> </ul>		



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## Writing Overview



<ul style="list-style-type: none"><li>• To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</li><li>• To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</li><li>• To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li></ul>		<p><u>draft and write by:</u></p> <ul style="list-style-type: none"><li>• 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.</li><li>• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</li><li>• To regularly use dialogue to convey a character and to advance the action.</li><li>• To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li></ul>	<p>whose, that and omitted relative pronouns), e.g.</p> <ul style="list-style-type: none"><li>• Professor Scriffle, who was a famous inventor, had made a new discovery.</li><li>• To use commas consistently to clarify meaning or to avoid ambiguity.</li><li>• To use brackets, dashes or commas to indicate parenthesis.</li><li>• To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</li></ul>
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Writing genres – Year 6								
Instructions	Recounts	Non-chronological reports	Letters	Persuasion	Biography	Balance Argument	Newspaper	Story
<p>Consolidate work from previous learning.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>



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	Transcription (spelling)	Handwriting	Composition	Grammar & punctuation
6	<ul style="list-style-type: none"> <li>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</li> <li>To spell words ending in -ible and -ibly (e.g. possible/possibly,</li> <li>horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</li> <li>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</li> <li>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> <li>To use their knowledge of adjectives ending in ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</li> <li>To spell words by adding suffixes beginning with vowel letters to words ending in -fer</li> </ul>	<p><u>To write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul> <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> <li>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.).</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the consistent and correct use of tense throughout all pieces</li> <li>of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark</li> <li>relationships of time and cause.</li> <li>To use the passive voice</li> <li>To use question tags in informal writing.</li> <li>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.</li> <li>To recognise and use the terms subject, object,</li> </ul>





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<ul style="list-style-type: none"> <li>• (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</li> <li>• To spell homophones and near homophones that include nouns that end in</li> <li>• -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</li> <li>• To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</li> <li>• To use a knowledge of morphology and etymology in spelling and understand that the spelling of some</li> <li>• words needs to be learnt specifically.</li> <li>• To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms</li> </ul>		<ul style="list-style-type: none"> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> </ul>	<p>active, passive, synonym, antonym, ellipsis, hyphen,</p> <ul style="list-style-type: none"> <li>• colon, semi-colon and bullet points.</li> </ul>
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