

English Curriculum 2014 (Writing)

Pupils should learn how to:

Year 1

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Write a sequence of sentences
- Write a sequence of sentences to form a short narrative text
- Talk about their writing
- Read aloud their writing clearly

Year 2

- Plan a narrative text
- Plan non-narrative text types
- Include new vocabulary in planning
- Embed the sentence by sentence process of think, say, write, check
- Write about personal experiences and real events
- Write a story
- Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.
- Write a poem
- Re-read writing for sense
- Check writing for consistent use of tense (including the progressive form of verbs)
- Proof-read for spelling, grammar and punctuation errors
- Evaluate their writing with others
- Use expression when reading aloud their writing

Year 3

- Generate ideas for their writing
- Plan and organise texts logically
- Use the structures, grammar and vocabulary of written texts to plan and write their own
- Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary
- Collect and use suitable vocabulary for a text
- Use headings and sub-headings
- Experiment with layout when writing non-fiction texts
- Use paragraphs to group related material
- Create settings using well chosen words and phrases
- Create characters using well chosen words and phrases
- Create a coherent plot in a story
- Proof-read for spelling, grammar and punctuation errors
- Evaluate their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Use expression, intonation and tone when reading aloud their writing

Year 4

- Generate ideas for their writing
- Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes
- Plan and write their own texts based on the structures, grammar and vocabulary of texts that they have studied
- Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary
- Use exciting and interesting vocabulary appropriate to the text type
- Use paragraphs to organise ideas around a theme
- Link ideas within a paragraph or section
- Proof-read for spelling, grammar and punctuation errors
- Change vocabulary and grammar for consistency and impact
- Evaluate their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear

Year 5

- Develop ideas through reading and research
- Use a wide knowledge of text types, forms and styles to inform their writing
- Plan and write for a clear purpose and audience
- Choose a text form
- Ensure that the content and style of writing accurately reflects the purpose
- Borrow writers' techniques from book, screen and stage
- Structure and organise writing in well linked paragraphs
- Build cohesion within a paragraph
- Ensure cohesion within and between all paragraphs in a text
- Balance narrative writing between action, description and dialogue
- Carefully select words to create effects
- Use varied vocabulary to sustain and develop ideas
- Ensure that the content and style of writing accurately reflects the purpose
- Proof-read for spelling and punctuation errors
- Ensure the consistent and correct use of tense through a longer piece of writing
- Change vocabulary and grammar to enhance effects and clarify meaning
- Evaluate their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear

Year 6

- Develop their own ideas for writing through reading and research
- Use a wide knowledge of text types, forms and styles to inform their writing
- Plan and write for a clear purpose and audience

- Choose form
- Ensure that the content and style of writing accurately reflects the purpose
- Borrow and adapt writers' techniques from book, screen and stage
- Experiment with writers' techniques borrowed from book, screen and stage
- Use informal and formal structures and style appropriate to the reader
- Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables
- Manipulate word order for effect
- Use speech to convey a character
- Use speech to advance action
- Proof-read for spelling and punctuation errors
- Change vocabulary and grammar to enhance effects and clarify meaning
- Check that the appropriate register is being used
- Evaluate their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear