

*The Writing skills taught at Callowell*

- Y1 Spell words containing the range of year one phonemes
- Y1 Spell compound words and the year one common exception words
- Y1 Spell the days of the week (using a capital letter)
- Y1 Use –s or –es to make plurals
- Y1 Use –ing, –ed, –er and –est where there is no change to the root word
- Y1 Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Y1 Form capital letters
- Y1 Use finger spaces between words
- Y1 Join words using 'and'
- Y1 Use 'and' to join simple sentences
- Y1 Write simple narratives
- Y1 Write simple texts about real events
- Y1 Demarcate most sentences using a full stop
- Y1 Demarcate most sentences using a capital letter
- Y1 Begin to use 'because' to join ideas
- Y1 Identify proper nouns
- Y1 Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Y1 Write sequences of linked sentences
- Y1 Begin to demarcate sentences using question mark

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- Y1 Begin to demarcate sentences using exclamation mark
- Y1 Begin to use some features of standard English e.g. every sentence makes sense, no omissions, correct use of tense
- Y2 Use apostrophes for singular possession
- Y2 Use apostrophes for contractions
- Y2 Add suffixes to spell most words correctly in their writing, –ment, –ness, –ful, –less, –ly
- Y2 Form correctly sized and orientated lower-case letters, capitals and digits, use spacing between the words that reflects the size of the letters
- Y2 Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Y2 Use noun phrases to describe and specify
- Y2 Use sentences with all different forms: statements, questions, commands and exclamatory sentences
- Y2 Use the present and past tenses mostly correctly and consistently
- Y2 Use subordination (using when, if, that, or because) to add extra information
- Y2 Write simple, coherent narratives, about personal experiences and those of others (real or fictional)
- Y2 Write about real events, recording these simply and clearly
- Y2 Use commas to list e.g. The dragon was big, scary and dangerous.
- Y2 Use co-ordination (or/and/but) e.g. It was cold but we still had to go outside.
- Y2 Use question marks correctly when required
- Y2 Use exclamation marks as an indication to the reader e.g. The dragon was huge!
- Y2 Use a variety of simple pronouns e.g. her, she, the girl, Lucy
- Y2 Use the progressive form of verbs e.g. I was running/They are playing

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- Y2 Demarcate most sentences in their writing with capital letters and full stops
- Y2 Use a variety of simple, compound and complex sentences (coordinating and subordinating conjunctions)
- Y2 Maintain stamina in longer pieces of writing
- Y2 Use some features of standard written English e.g. linked to the text type (persuasive phrases, story language, correct subject/verb agreement)
- Y2 Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Y2 Spell many common exception words
- Y2 Spell all the common exception words
- Y2 Use suffixes –ing, -ed, -er, -est where there is a change in the root word e.g. bigger, swimming
- Y2 Use –es, -s, -ies to create plurals where there is a change in the root word e.g. babies, carries
- Y2 Use the diagonal and horizontal strokes needed to join letters
- Y2 Make simple additions, revisions and proof-reading corrections to their own writing
- Y3 Use paragraphs to group related ideas
- Y3 In narratives, describe setting and characters
- Y3 Use a range of coordinating and subordinating conjunctions accurately (including but, so, yet, while, as, because, although) to form a variety of compound and complex sentences across pieces of writing
- Y3 Choosing nouns and pronouns to aid cohesion within sentences
- Y3 Demarcate direct speech with inverted commas (speech marks)
- Y3 Consistently use features of standard English and explore when non-standard English could be used

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- Y3 Use a range of adverbs, conjunctions and prepositions for time (when)
- Y3 Use a range of adverbs, conjunctions and prepositions for place (where)
- Y3 Use a range of adverbs, conjunctions and prepositions for cause (how)
- Y3 In non-fiction write for different purposes and audiences
- Y3 Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contractions and singular possession
- Y3 Use a or an correctly
- Y3 Use a range of coordinating connectives accurately and effectively (for, and, nor, but, or, yet, so)
- Y3 Use the present perfect form of verbs
- Y3 Use simple and progressive tenses consistently and accurately
- Y3 Form nouns using a range of prefixes (link to spelling programme)
- Y3 Spell at least half of the Y3/4 common exception words, homophones and words from other origins
- Y3 Can spell words using some of the Y3/4 prefixes and suffixes
- Y3 Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- Y4 Use paragraphs to organise ideas around a theme across the text
- Y4 In narratives, describe setting and characters
- Y4 Use a wider range of conjunctions to extend the range of complex sentences
- Y4 know the grammatical difference between plural and possessive -s, use apostrophes to indicate plural possession

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- Y4 Control the use of standard and non-standard English
- Y4 Use noun phrases expanded using prepositional phrases e.g. The troll under the bridge... The house in the middle of the woods...
- Y4 Use inverted commas and other punctuation accurately to indicate direct speech e.g. using supporting commas/.!/? inside the speech
- Y4 In non-fiction write for different purposes and audiences
- Y4 Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for singular possession and contractions
- Y4 Use possessive pronouns e.g. her, theirs, ours
- Y4 Use noun phrases expanded using modifying adjectives
- Y4 Use noun phrases expanded using modifying nouns e.g. jam jar, door bell, bicycle wheel
- Y4 Use a range of coordinating connectives accurately e.g. but, so, yet, or, and, for, nor
- Y4 Use fronted adverbials for time, manner and place
- Y4 Use commas after fronted adverbials
- Y4 Use nouns and pronouns to aid cohesion across paragraphs e.g. the boy...he...the brave lad, Tom...
- Y4 Use past and present tense accurately throughout a piece of writing e.g. consistent verb tense agreement, use of simple, progressive and perfect forms
- Y4 Use an appropriate variety of simple, compound and complex sentences
- Y4 Spell the Y3/4 common exception words, homophones and words from other origins
- Y4 Spell words using the Y3/4 prefixes and suffixes
- Y4 Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

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- Y5 Spell at least half of the Year 5/6 common exception words, homophones and words from other origins
- Y5 In non-fiction, write for a range of audiences and purposes
- Y5 In narrative, describing settings, character and atmosphere
- Y5 Using a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, adverbs and adverbials, tense choice
- Y5 Indicate degrees of possibility through the use of modal verbs e.g. should, would, could, may
- Y5 Using relative clauses beginning with who, which, where, when, whose and that, use commas to mark main and subordinate clauses
- Y5 Write with appropriate levels of formality for the audience and purpose
- Y5 Use commas, brackets and dashes for parenthesis
- Y5 Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists , apostrophes, commas after adverbials, speech marks with all speech punctuation
- Y5 Write sentences with the subordinate clause the start and at the end of the sentence
- Y5 Use commas to separate main and subordinate clauses
- Y5 Indicate degrees of possibility through the use of adverbs e.g. perhaps, possibly, surely
- Y5 Use embedded clauses
- Y5 Use a range of devices to link paragraphs e.g. fronted adverbials, repetition, tense choice
- Y5 Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on
- Y5 Use a range of verb forms (simple, progressive, perfect, modal) appropriately
- Y5 Can spell words using some of the Y5/6 prefixes and suffixes

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- Y5 Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- Y5 Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters
- Y6 Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Y6 In narrative, describing settings, character and atmosphere
- Y6 Using relative clauses beginning with who, which, where, when, whose, that, use commas to mark main and subordinate clauses
- Y6 Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns and synonyms
- Y6 Use formal and informal question tags e.g. Tom was right - wasn't he? You don't want the forests to die - do you?
- Y6 Use a range of verb forms for effect e.g. His distraught mother, blames herself: 'If only I had asked him more about it; maybe I could have stopped him from using it. I would never have let him go to that awful dump if I'd known this would happen. Now he's been taken from us and we don't know what to do.'
- Y6 Use punctuation precisely to enhance meaning and avoid ambiguity
- Y6 Use the subjunctive form e.g. If I were you...If we were to stop recycling...It's essential the food be improved
- Y6 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 how information is presented; using modal verbs to suggest degrees of possibility
- Y6 Use the range of punctuation taught at KS2 mostly correctly e.g. full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes, speech marks, commas to mark clauses, colons, semi-colons, ellipsis, hyphens
- Y6 Use verb tenses consistently and correctly throughout their writing
- Y6 Use expanded noun phrases, prepositions phrases and adverbs across writing to add detail and to qualify
- Y6 Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

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- Y6 Distinguish between the language of speech and writing and choose the appropriate register
- Y6 Use the passive voice to create empathy or suspense e.g. Katie had been trapped...
- Y6 Use the passive voice to create a formal or informal tone e.g. Tom was told off. / Tom got told off
- Y6 Integrate dialogue in narratives to advance the action and convey character
- Y6 Use a range of simple, compound and complex sentences, moving the position of the subordinate clause
- Y6 Spell correctly most words from the Y5/6 spelling list and use a dictionary to check more ambitious words
- Y6 Spell words using the Y5/6 prefixes and suffixes
- Y6 Maintain legibility in joined writing at speed
- Y6 Use the range of punctuation taught at KS2 correctly e.g. semi-colons, colons, dashes and hyphens