

Year 3
Sentence Construction & Conjunctions
Compose and write compound and complex sentences independently using a wider range of clauses (i.e. subordinate and compound)
Express time, place and cause using conjunctions e.g. Co-ordinating: FANBOYS: for, and, nor, but, or, yet, so Subordinating: when, before, after, while, because, as, if, although
Express time, place and cause using prepositions e.g. before, after, during, in, here, outside, over, through, next, because, of, by, with
Express time, place and cause using adverbs e.g. when, next, soon, later, therefore, however, after
Noun phrases
Use expanded noun phrases with adjectives before the noun and further description after it, using relative pronouns (who, which, that)
Use a variety of description e.g. adjectives, adverbs, similes, alliteration
Use varied and effective vocabulary including specific, technical language
Adverbials
Use fronted adverbials for time, place and manner
Cohesion
Begin to group related information into paragraphs (both fiction and non-fiction e.g. subheadings)
Verbs
Use the simple past, present perfect and progressive verb forms in their writing
Composition
Write for a range of audiences and purposes
Introduce authorial voice and viewpoint in their writing
Develop character, plot and setting in narrative writing
Write for a sustained period with a clear structure
Plan, draft, evaluate and edit writing
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Assess the effectiveness of their own and others' writing and suggest improvements
Punctuation
Accurately use punctuation learnt in Years 1-2:
<ul style="list-style-type: none"> question marks exclamation marks full stops apostrophes for contraction commas in a list possessive apostrophe (singular)
Use inverted commas to indicate speech
Punctuate subordinate clauses with a comma
Handwriting
Use fluent, legible handwriting which is mostly joined
Use consistent letter sizing, ensuring that ascenders and descenders are an appropriate length and capital letters are distinguishable
Adopt an appropriate writing posture, ensuring one hand is on the paper
Use the tripod grip when writing. When appropriate, without a pencil grip
Spelling
See NC 2014
Standard English
Use some of the features of standard English and edit their writing as a result of this (see exemplification).
Terminology
preposition, conjunction
paragraph
progressive verb
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter vowel, vowel letter
inverted commas (or speech marks)

Year 4
Sentence Construction & Conjunctions
Confidently compose and write compound and complex sentences
Use a wider range of subordinating conjunctions (e.g. besides, although, by contrast) to write more complex sentences, as well as using a wider range of co-ordinating conjunctions (FANBOYS: for, and, nor, but, or, yet, so)
Noun phrases
Use expanded noun phrases containing adjectives, relative pronouns, nouns and prepositions
Use a variety of description e.g. similes, alliteration, adverbial clauses, metaphors
Adverbials
Use fronted adverbials for time, place and manner
Cohesion
Use paragraphs to organise ideas around a theme and use nouns and pronouns appropriately for cohesion and clarity within a paragraph
Verbs
Use the simple past, present perfect and progressive verbs forms in their writing
Composition
Is able to write for a sustained period of time
Recognise and use a formal and informal style and language
Develop character, plot and settings in narrative writing
Plan, draft, evaluate, edit and revise writing
Use language and structural features that are appropriate for a range of audiences and purposes
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Assess the effectiveness of their own and others' writing and suggest improvements
Punctuation
Accurately use punctuation learnt in Years 1-3:
<ul style="list-style-type: none"> question marks exclamation marks full stops apostrophes for contraction commas in a list
Accurately punctuate speech (including inverted commas and related punctuation)
Use commas after fronted adverbials and to mark subordinate clauses
Use apostrophes to show possession (both singular and plural)
Handwriting
Write fluently, using joined, legible handwriting
Use consistent letter sizing, ensuring that ascenders and descenders are an appropriate length and capital letters are distinguishable
Adopt an appropriate writing posture, ensuring one hand is on the paper
Use the tripod grip when writing. When appropriate, without a pencil grip
Spelling
See NC 2014
Standard English
Use some of the features of standard English and edit their writing as a result of this (see exemplification).
Terminology
determiner
pronoun, possessive pronoun
adverbial
co-ordinating and subordinating conjunction
progressive verb, present perfect verb

Year 5
Sentence Construction & Conjunctions
Use a wide range of clause structures, including relative clauses (beginning with a relative pronoun (who, which, whom, whose, that) or with an implied (i.e. omitted) relative pronoun), sometimes varying their position within a sentence.
Use multi-clause sentences incorporating both co-ordination, embedded information and subordination
Noun phrases
Confidently use a variety of precise and effective expanded noun phrases containing adjectives, relative pronouns, nouns and prepositions
Use expanded noun phrases to convey complicated information concisely
Adverbials
Indicate degrees of possibility using adverbs or modal verbs
Confidently use a range of precise adverbs, including those suitable for non-fiction and factual writing
Use adverbials confidently at different points of the sentence
Cohesion
Use a variety of cohesive devices, both within and between paragraphs e.g. adverbials for time, number, place and manner
Verbs
Use the simple past, present perfect, past perfect and progressive verbs forms in their writing
Link ideas across paragraphs using tense choices e.g. he had seen her before
Use modal verbs to suggest degrees of possibility
Composition
Write effectively for a range of purposes and audiences, using formal and informal language, as appropriate
Present texts appropriately according to audience, purpose and format
Use techniques from authors to develop character and settings
Develop character through description, dialogue and action
Able to write for a sustained period of time
Plan, draft, evaluate, edit and revise writing
Note and develop initial ideas, drawing on reading and research where necessary
Assess the effectiveness of their own and others' writing and suggest improvements
Punctuation
Accurately use punctuation from Years 1-4:
<ul style="list-style-type: none"> full stops, question marks and exclamation marks commas for lists commas for fronted adverbials commas to mark subordinate clauses apostrophes for possession (singular and plural) and contraction mark speech – both inverted commas and related punctuation
Use brackets, dashes and commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Accurately use ellipsis to indicate missing information
Handwriting
Write fluently and legibly, using joined script.
Use different styles of handwriting for different purposes with a range of media, including using capital letters to fill on forms and printing to label a diagram.
Use consistent letter sizing across all writing and ensure that ascenders and descenders are an appropriate length.
Spelling
See NC 2014
Standard English
Use the features of standard English and edit their writing as a result of this (see exemplification).
Terminology
indefinite and definite article
modal verb, relative pronoun
compound sentence, complex sentence
relative clause
parenthesis, bracket, dash
cohesion, ambiguity
progressive verb, present perfect verb, past perfect verb

Year 6	
Sentence Construction & Conjunctions	
Use a wide range of clause structures, including relative clauses (beginning with a relative pronoun (who, which, whom, whose, that) or with an implied (i.e. omitted) relative pronoun), sometimes varying their position within a sentence.	
Use multi-clause sentences incorporating both co-ordination, embedded information and subordination	
Noun phrases	
Confidently use a variety of precise and effective expanded noun phrases containing adjectives, relative pronouns (and omitted), prepositions to add detail, qualification and precision	
Use expanded noun phrases to convey complicated information concisely	
Adverbials	
Indicate degrees of possibility using adverbs or modal verbs	
Use adverbials confidently at different points of the sentence	
Confidently use a range of precise adverbs, including those suitable for non-fiction and factual writing	
Cohesion	
Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time, manner and place, pronouns, synonyms, repetition and ellipsis	
Verbs	
Use verb tenses consistently and correctly throughout their writing	
Use the simple past, present perfect, past perfect and progressive verbs forms in their writing	
Link ideas across paragraphs using tense choices e.g. he had seen her before	
Use passive verbs to affect how information is presented	
Use modal verbs to suggest degrees of possibility	
Composition	
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use first person in a diary, direct address in instructions and persuasive writing)	
In narratives, describe characters, settings and atmosphere	
In narratives, integrate dialogue to convey character and advance the action	
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted form in dialogues, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility)	
Be able to write for a sustained period of time	
Use techniques from authors to develop character and settings	
Plan, draft, evaluate, edit and revise writing	
Note and develop initial ideas drawing on reading and research where necessary	
Present texts appropriately according to audience, purpose and format	
Assess the effectiveness of their own and others' writing and suggest improvements	
Punctuation	
Use the range of punctuation taught at key stage 2 (and key stage 1) mostly correctly.	
<ul style="list-style-type: none"> full stops, question marks and exclamation marks commas for lists commas for fronted adverbials commas to mark subordinate clauses apostrophes for possession (singular and plural) and contraction accurately punctuate speech brackets, dashes or commas to indicate parenthesis semi-colon, colon and dash mark the boundary between independent clauses use the colon to introduce a list and semi-colons with lists bullet points to list information hyphens to avoid ambiguity e.g. man eating shark, man-eating shark 	
Use commas to clarify meaning or avoid ambiguity.	
Accurately use ellipsis to indicate missing information.	
Handwriting	
Maintain legibility in joined handwriting when writing at speed, using diagonal and horizontal strokes to join letters and understand which letters are best left unjoined when adjacent to one another.	
Use different styles of handwriting for different purposes with a range of media, including using capital letters to fill on forms and printing to label a diagram.	
Use consistent letter sizing across all writing and ensure that ascenders and descenders are an appropriate length.	
Spelling	
See NC 2014	
Standard English	
Use the features of standard English and edit their writing as a result of this (see exemplification).	
Terminology	
subject, object	active, passive
synonym, antonym	subjunctive
compound sentence, complex sentence	
ellipsis, hyphen, colon, semi-colon, bullet points	
progressive verb, present perfect verb, past perfect verb	

Writing Curriculum – Coverage and Progression



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