

# Being a Writer Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar Word</b>	-Spell words by identifying the sounds and then writing the sound with letters (Writing)	-Use plural noun suffixes - s and -es -Add suffixes to verbs where no change is needed to the root -Change the meaning of verbs and adjectives by adding prefix un-	-Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] -Form adjectives using suffixes such as -ful, -less -Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs	-Form nouns with a range of prefixes [for example super-, anti-, auto-] -Use a or an according to whether the next word begins with a vowel or consonant	-Recognise the grammatical difference between plural and possessive -s -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]	-Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] -Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
<b>Grammar Sentence</b>  <b>Cohesion: Detail</b>	-Use new vocabulary in different contexts (Communication and language) -Describe events in some detail (Communication and language)		-Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		-Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
<b>Grammar Sentence</b>  <b>Cohesion: Varying sentence types</b>	-Connect one idea or action to another using a range of connectives (Communication and language)	-Combine words to make sentences Leave spaces between words -Join words and clauses using 'and' -Sequence sentences to form short narratives	-Use subordination (using when, if, that, because) and co-ordination (using or, and, but) -Write sentences with different forms: Statement, question, exclamation or command	-Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
<b>Grammar Sentence</b>  <b>Cohesion: Paragraph</b>				-Group related ideas into paragraphs -Use headings and sub-headings to aid presentation	-Use paragraphs to organise ideas around a theme	-Organise paragraphs around a theme with a focus on more complex narrative structures	-Use layout devices

<p><b>Grammar</b></p> <p><b>Cohesion: Within Paragraphs</b></p>				<p>-Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>-Use Fronted adverbials [for example, later that day, I heard the bad news.] -Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p>	<p>-Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	
<p><b>Grammar</b></p> <p><b>Cohesion: Between Paragraphs</b></p>				<p>-Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>-Use Fronted adverbials [for example, later that day, I heard the bad news.]</p>	<p>-Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>-Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p>
<p><b>Grammar</b></p> <p><b>Cohesion: Tenses</b></p>	<p>-Develop their communication of irregular tenses and plurals (Communication and language)</p>		<p>-Use present and past tenses correctly and consistently -Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>-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]</p>		<p>-Link ideas using tense choices -Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility -Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken]</p>	<p>-Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. -Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p>

<p><b>Grammar</b></p> <p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (Writing)</li> </ul>	<ul style="list-style-type: none"> <li>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>-Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>-Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>-Use commas to separate items in a list</li> <li>-Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>-Use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>-Use commas after fronted adverbials</li> <li>-Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>-Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> </ul>	<ul style="list-style-type: none"> <li>-Use commas to clarify meaning or avoid ambiguity</li> <li>-Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>-Use the semicolon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</li> <li>-Use the colon to introduce a list and use semi-colons within lists</li> <li>-Punctuate bullet points consistently</li> <li>-Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>
<p><b>Writing</b></p> <p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>-Re-read what they have written to check that it makes sense (Writing)</li> <li>-Form lower-case and capital letters Correctly (Writing)</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Communication and language)</li> <li>-Articulate their ideas and thoughts in well-formed sentences (Communication and language)</li> </ul>	<p><b>Write sentences:</b></p> <ul style="list-style-type: none"> <li>-Say out loud what is going to be written about</li> <li>-Compose a sentence orally before writing it</li> <li>-Sequence sentences to form short narratives</li> <li>-Re-read and check sense</li> <li>-Discuss what has been written with the teacher or other pupils</li> <li>-Read writing aloud clearly enough to be heard by peers and the teacher</li> </ul>	<p><b>Develop positive attitudes towards and stamina for writing:</b></p> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others (real and fictional)</li> <li>-Write about real events</li> <li>-Write poetry</li> <li>-Write for different purposes</li> <li>-Plan or say out loud what is going to be written about</li> <li>-Write down ideas, key words, new vocabulary</li> <li>-Encapsulate what is to be written, sentence by sentence</li> <li>-Make simple additions, revisions and corrections:</li> <li>-Evaluate writing with the teacher and other pupils</li> <li>-Re-read to check sense</li> <li>-Proof-read to check for errors in spelling, grammar and punctuation</li> <li>-Read aloud with intonation</li> </ul>	<p><b>Plan writing:</b></p> <ul style="list-style-type: none"> <li>-Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>-Discuss and record ideas</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>-Compose and rehearse sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-Build an increasing range of sentence structures</li> <li>-In narratives, create settings, characters and plot</li> <li>-In non-narrative use simple organisational devices such as heading, sub-headings</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>-Assess the effectiveness of own and others' writing</li> <li>-Propose changes to grammar and vocabulary to improve consistency</li> <li>-Proof-read for spelling and punctuation errors</li> <li>-Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p><b>Plan writing:</b></p> <ul style="list-style-type: none"> <li>-Identify the audience for and purpose of writing</li> <li>-Note and develop initial ideas, drawing on reading and research</li> </ul> <p><b>Draft and write:</b></p> <ul style="list-style-type: none"> <li>-Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>-Describe settings, characters and atmosphere</li> <li>-Integrate dialogue to convey character and advance the action</li> <li>-Précis longer passages</li> <li>-Use a wide range of devices to build cohesion</li> <li>-Use organisational and presentational devices</li> </ul> <p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-Use consistent and correct tense</li> <li>-Subject and verb agreement when using singular and plurals</li> <li>-Distinguish between the language of speech and writing</li> <li>-Choose the appropriate register</li> <li>-Proof-read for spelling and punctuation errors</li> </ul>		