



Writing Progression at Hadrian





	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 1	<ul style="list-style-type: none"> Some use of past and present tenses Joining words and clauses using 'and' and 'then' Use patterned narrative structures e.g. 'once upon a time, 'long, long ago...' and 'lived happily ever after' Spaces are left between words Use capital letters and full stops to demarcate sentences Use capital letters for names Use/experiment with sentences using question marks and exclamation marks Some features of written Standard English evident in writing e.g. 'He saw the dog' rather than, 'they seen the dog' 	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text type/genre e.g. <i>instructions, 'First slice the bread,'</i> Basic sequencing of ideas Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader Add detail to writing using simple descriptive language Use vocabulary collected from cross curricular learning Take an interest in, enjoy and explore new vocabulary 	<ul style="list-style-type: none"> Say out loud what they are going to write Compose a sentence orally before writing it Pupils plan with a clear purpose, audience and form Begin to organise their ideas in writing Form lower-case letter in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting "families" i.e. letters that are formed in similar ways 	<ul style="list-style-type: none"> With support, if appropriate, reread sentences for sense Discuss what they have written with others/teacher Evaluate impact on reader e.g. <i>intended purpose of the writing, language features of the genre, form in which it was written e.g. letter, blog etc.</i> Re read aloud, clearly enough to be heard by others

	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 2	<ul style="list-style-type: none"> Vary sentences using subordination (<i>when, if, that, because</i>) Vary sentences using co-ordination (<i>and, but, or</i>) Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. '<i>she is drumming</i>', '<i>he was shouting</i>' Use different types of sentences e.g. statement, command, question, exclamation e.g. '<i>Slice the bread</i>', '<i>Stop! Don't run!</i>' Capital letters, full stops, question marks and exclamation marks usually used accurately Use apostrophes to show possession e.g. '<i>Grandma's basket</i>', '<i>the wolf's bus pass</i>' Use apostrophes to mark contracted form in spelling Features of written Standard English evident in writing e.g. '<i>They saw the dog</i>', rather than '<i>He seen the dog</i>' Use commas to separate items in a list 	<ul style="list-style-type: none"> Consistent use of tenses, present and past Pupils' writing shows language and structural features of given text – type/genre e.g. <i>recounts, instructions, non-chronological reports and narrative</i> Pupils' writing shows an awareness of purpose, form and audience Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i> Opening / closing signalled e.g. '<i>Introduction/development/conclusion in non-fiction and beginning, middle and ending in narrative</i>' Related points next to each other Narrative includes setting, character and plot 	<ul style="list-style-type: none"> Use adventurous vocabulary in their writing e.g. adjectives, verbs and adverbs in narrative e.g. <i>the dragon thundered furiously down the path</i> Use technical vocabulary, e.g. <i>the forest canopy</i> Use new vocabulary and patterned phrases from their reading Take an interest in, enjoy and explore new vocabulary in order to support their writing Use expanded noun phrases to describe and specify e.g. '<i>The green dragon</i>', a '<i>bird in its nest</i>', '<i>the fire in the bakery</i>' 	<ul style="list-style-type: none"> Plan and/or rehearse orally what they are going to write Encapsulate, sentence by sentence what they want to say Pupils plan with a clear purpose, audience and form Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing Develop a positive attitude towards and stamina for writing Use diagonal and horizontal strokes needed to join writing Write capital letters and digits in the correct size and orientation in relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Re read ensuring it makes sense and has the desired effect/provides pertinent information to the reader Evaluate the effective use of word choice, grammar and punctuation Make simple additions, revisions, corrections, following proof-reading and evaluation of writing Read aloud what they have written with appropriate intonation

	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 3	<ul style="list-style-type: none"> Sentence openings - vary sentences for clarity e.g 'slowly, the wolf crept into the house', 'the green scaly dragon roared furiously' Express time, place and cause using conjunctions e.g when, before, after, while, so, because Express time, place and cause using adverbs e.g then, next, soon, therefore Express time and place using prepositions e.g before, after, during, in, because of Use present perfect verbs in addition to the past tense e.g. 'He has gone out to play' rather than 'He went out to play' Begin to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> With support begins to use paragraphs to organise ideas Narratives include :opening, dilemma, conflict, problem, resolution, ending Use simple, organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT</i> Use of the perfect form of the verbs to mark relationships of time and cause e.g <i>I have written it down so we can check what he said</i> Use rhetorical questions to draw the reader in 	<ul style="list-style-type: none"> Varied vocabulary across fiction and non-fiction including technical vocabulary related to the subject Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect Begin to experiment with figurative language Use words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text-type Discuss and record ideas before writing Compose/rehearse sentences orally specific to the genre/text-type Plan with a clear purpose, audience and form Enhance the effectiveness of what is written Use joined handwriting 	<ul style="list-style-type: none"> Evaluate own writing against the purpose, text structure, language features of the genre/text-type Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate) Read aloud their own writing using appropriate intonation, tone and volume to make the meaning clear

	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 4	<ul style="list-style-type: none"> Use fronted adverbials including correct use of commas e.g. <i>'Later that day, I heard the bad news'</i> Use apostrophes to mark plural possession e.g. <i>the girls' names, the boys' boots</i> Secure use of direct speech punctuation, also punctuation within and surrounding inverted commas Develop the use of relative clauses beginning with <i>who, which, where, that</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 	<ul style="list-style-type: none"> Secure the use of paragraphs to organise ideas around a theme Some attempt to link paragraphs together across a text Organise narrative into chapters, use structure: intro, build- up conflict, resolution Use 1st and 3rd person appropriately and consistently throughout the text Writing shows language and structural features of given text-type/genre Use a range of organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT, graphic organisers e.g. 'story mountain'</i> Use rhetorical questions to lay emphasis on a point or act as a persuasive device 	<ul style="list-style-type: none"> Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Select appropriate vocabulary to create settings, characters and plot Effectively use conjunctions, adverbs and prepositions to express time and cause and place Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> 	<ul style="list-style-type: none"> Use reading experiences and understanding of structural organisers to help plan their writing in a range of genre/text-types Discuss and record ideas before writing Compose and rehearse sentences orally specific to the genre/text-type Plan with a clear purpose, audience and form Enhance the effectiveness of what is written Use the diagonal and horizontal strokes that are needed to join letters Downstrokes of letters are parallel and equidistant. Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type Make improvements related to aspects of Appendix 2 statutory requirements relating to the needs of the children Proofread for spelling and punctuation errors (cross-reference to Word list for Y3/4 where appropriate) Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear

	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 5	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause e.g. 'She has downloaded some songs', 'I had eaten my lunch' Use expanded noun phrases to convey complicated information concisely e.g. 'undemeath the dense forest canopy' Use modal verbs or adverbs, indicating possibility e.g. 'The ride may be too scary', 'You should look for your little brother.' Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. 'The boy who lives near school', and 'The prize that I won.' Use inverted commas correctly Use commas to clarify meaning or avoid ambiguity in writing Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Use brackets, dashes, to indicate parenthesis 	<ul style="list-style-type: none"> Build cohesion within a paragraph e.g use of pronouns and conjunctions Use a wide range of presentational and organisational devices to structure text Use mixed text types in writing for a variety of purposes e.g. a persuasive letter, instructions written for a giant Link ideas across paragraphs e.g use of adverbial phrases for time, place, number or tense choices Writing is effectively controlled across texts e.g closings refer back to openings In writing narratives describe setting, character and atmosphere Use dialogue to convey character and advance the action Use flashbacks and non-linear text structures 	<ul style="list-style-type: none"> Select appropriate vocabulary to enhance meaning or emphasis in narrative e.g. 'the dragon trundled down the path' Use technical language in non-fiction e.g. 'In 1066 William became King of England', 'the forest canopy' Use descriptive language in order to create setting, character and atmosphere Use new vocabulary and patterned phrases from reading/ own experiences to help engage the reader Take an interest in, enjoy and explore new vocabulary in order to support their writing 	<ul style="list-style-type: none"> Identify the audience and purpose Suggest an appropriate form of writing Use note-making to record ideas using reading and research Plan with a clear purpose, audience and form Independently enhance the effectiveness of writing through reading, evaluating and redrafting Write legibly and fluently by choosing which shape of letter to use when given choices Choose the writing implement that is best suited for the task 	<ul style="list-style-type: none"> Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Ensure consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear Evaluate and edit own and others' writing against a set criteria, some of which may be generated by themselves Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate Learn, use and apply the grammar for year 5 appendix 2, through discussion, editing and evaluating reading and writing

	Sentence Structure and Punctuation	Text Structure and Organisation	Vocabulary	Planning, Drafting and Presenting	Evaluating and Editing
Year 6	<ul style="list-style-type: none"> Use of subjunctive forms e.g. 'If Jim were class president...', 'The school requires that all pupils be honest.' Use passive verbs to affect the presentation of information in a sentence e.g. 'A visit was arranged by the school.', 'Our lunch was eaten by the dog.' Use a wide range of clause structures, varying their position within the sentence Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty Use hyphens to avoid ambiguity e.g. <i>man eating shark</i> v <i>man-eating shark</i> and <i>recover</i> v <i>re-cover</i> Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and punctuate bullet points consistently 	<ul style="list-style-type: none"> Use an appropriate form, audience and register to match purpose of the writing, e.g. <i>an eyewitness report for the police is: audience – police; purpose –to recount; style – formal; form – eyewitness report;</i> Secure use of mixed genres for a variety of purposes e.g. <i>a fictional newspaper report, a persuasive letter</i> Use a range of presentational and organisational devices to structure text and guide the reader e.g <i>use of illustrations, hyperlinks, flashbacks, single line paragraph for effect</i> Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Some shaping of paragraphs evident e.g highlight or prioritise information, build tension or interject comment 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject Understand nuances in vocabulary choice Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Use figurative language to develop setting, character and atmosphere Integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Independently identify and select the audience and purpose, form and style of writing Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate Independently plan own ideas for developing characters and settings, narrative structure. Independently plan using appropriate features of non-fiction text type/mixed Make appropriate choices of grammar and vocabulary to clarify and enhance meaning Independently enhance the effectiveness of writing through reading, evaluating and redrafting Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters 	<ul style="list-style-type: none"> Précis longer passages Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Evaluate and edit own and others' writing against a set criteria generated by pupils Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate Learn, use and apply the grammar for year 6 appendix 2, through discussion, editing and evaluating reading and writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure and Punctuation	<ul style="list-style-type: none"> ▪ Some use of past and present tenses ▪ Joining words and clauses using 'and' and 'then' ▪ Use patterned narrative <i>structures</i> e.g. 'once upon a time, 'long, long ago...' and 'lived happily ever after' ▪ Spaces are left between words ▪ Use capital letters and full stops to demarcate sentences ▪ Use capital letters for names ▪ Use/experiment with sentences using question marks and exclamation marks ▪ Some features of written Standard English evident in writing e.g. 'He saw the dog' rather than, 'they seen the dog' 	<ul style="list-style-type: none"> ▪ Vary sentences using subordination (<i>when, if, that, because</i>) ▪ Vary sentences using co-ordination (<i>and, but, or</i>) ▪ Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use different types of sentences e.g. statement, command, question, exclamation • Capital letters, full stops, question marks and exclamation marks usually used accurately • Use apostrophes to show possession and contracted form in spelling • Features of written Standard English evident in writing e.g. 'They saw the dog', rather than 'He seen the dog' • Use commas to separate items in a list 	<ul style="list-style-type: none"> ▪ Sentence openings- vary sentences for clarity e.g 'slowly, the wolf crept into the house'' <i>the green scaly dragon roared furiously</i> ▪ Express time, place and cause using conjunctions e.g when, before, after, while, so, because ▪ Express time, place and cause using adverbs e.g then, next, soon, therefore ▪ Express time and place using prepositions e.g before, after, during, in, because of ▪ Use present perfect verbs in addition to the past tense e.g. 'He has gone out to play' rather than 'He went out to play' ▪ Begin to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> ▪ Use fronted adverbials including correct use of commas e.g. 'Later that day, I heard the bad news' ▪ Use apostrophes to mark plural possession e.g. <i>the girls' names, the boys' boots</i> ▪ Secure use of direct speech punctuation, including punctuation within and surrounding inverted commas ▪ Develop the use of relative clauses beginning with <i>who, which, where, that</i> ▪ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 	<ul style="list-style-type: none"> ▪ Use the perfect form of verbs to mark relationships of time and cause e.g. 'She has downloaded some songs', 'I had eaten my lunch' ▪ Use expanded noun phrases to convey complicated information concisely ▪ Use modal verbs or adverbs, indicating possibility e.g. 'The ride may be too scary'', 'You should look for your little brother.' ▪ Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun ▪ Use inverted commas correctly • Use commas to clarify meaning or avoid ambiguity in writing • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma • Use brackets, dashes, to indicate parenthesis 	<ul style="list-style-type: none"> • Use of subjunctive forms e.g. 'If Jim were class president...', 'The school requires that all pupils be honest.' • Use passive verbs to affect the presentation of information in a sentence • Use a wide range of controlled clause structures, varying their position within the sentence • Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty • Use hyphens to avoid ambiguity e.g. <i>man eating shark v man-eating shark and recover v re-cover</i> • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use a colon to introduce a list and punctuate bullet points consistently

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure and Organisation	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text type/genre e.g instructions, <i>'First, slice the bread'</i> Basic sequencing of ideas Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Consistent use of tenses, present and past Pupils' writing shows language and structural features of given text – type/genre e.g. <i>recounts, instructions, non-chronological reports and narrative</i> Pupils' writing shows an awareness of purpose, form and audience Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i> Opening / closing signalled e.g. <i>'Introduction/ development/ conclusion in non-fiction and beginning, middle and ending in narrative</i> Related points next to each other Narrative includes setting, character and plot 	<ul style="list-style-type: none"> With support begins to use paragraphs to organise ideas Narratives include opening, dilemma, conflict, problem, resolution, ending Use simple, organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT</i> Use of the perfect form of the verbs to mark relationships of time and cause e.g. <i>I have written it down so we can check what he said</i> Use rhetorical questions to draw the reader in 	<ul style="list-style-type: none"> Secure the use of paragraphs to organise ideas around a theme Some attempt to link paragraphs together across a text Organise narrative into chapters, use structure: intro, build-up conflict, resolution Able to use 1st and 3rd person appropriately and consistently throughout the text Writing shows language and structural features of given text-type/genre Use a range of organisational devices e.g. <i>sub-headings, bullet points, text layout, possible links to ICT, graphic organisers e.g. 'story mountain'</i> Use rhetorical questions to lay emphasis on a point or act as a persuasive device 	<ul style="list-style-type: none"> Build cohesion within a paragraph e.g use of pronouns and conjunctions Use a wide range of presentational and organisational devices to structure text Use mixed text types in writing for a variety of purposes e.g. <i>a persuasive letter, instructions written for a giant</i> Link ideas across paragraphs e.g use of <i>adverbial phrases for time, place, number or tense choices</i> Writing is effectively controlled across texts e.g <i>closings refer back to openings</i> In writing describe setting, character and atmosphere Use dialogue to convey character and advance the action Use flashbacks and non-linear text structures 	<ul style="list-style-type: none"> Use an appropriate form, audience and register to match purpose of the writing, e.g. <i>an eyewitness report for the police is: audience – police; purpose –to recount; style – formal; form – eyewitness report;</i> Some shaping of paragraphs evident e.g highlight or prioritise information, build tension or interject comment Secure use of mixed genres for a variety of purposes e.g. <i>a fictional newspaper report, a persuasive letter</i> Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Use a range of presentational and organisational devices to structure text and guide the reader e.g use of <i>illustrations, hyperlinks, flashbacks, single line paragraph for effect</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader Add detail to writing using simple descriptive language Use vocabulary collected from cross curricular learning Take an interest in, enjoy and explore new vocabulary 	<ul style="list-style-type: none"> Use adventurous vocabulary in their writing e.g. adjectives, verbs and adverbs in narrative e.g. <i>the dragon thundered furiously down the path</i> Use technical vocabulary, e.g. <i>the bakery, the forest canopy</i> Use new vocabulary and patterned phrases from their reading Take an interest in, enjoy and explore new vocabulary in order to support their writing Use expanded noun phrases to describe/specify e.g. <i>'The green dragon', 'a bird in its nest', 'the fire in the bakery'</i> 	<ul style="list-style-type: none"> Varied vocabulary across fiction and non-fiction including technical vocabulary related to the subject Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect Begin to experiment with figurative language Use words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Select appropriate vocabulary to create settings, characters and plot Effectively use conjunctions, adverbs and prepositions to express time and cause and place Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i> 	<ul style="list-style-type: none"> Select appropriate vocabulary to enhance meaning or emphasis in narrative e.g. <i>'the dragon trundled down the path'</i> Use technical language in non-fiction e.g. <i>'In 1066 William became King of England'</i> Use descriptive language in order to create setting, character and atmosphere Use new vocabulary and patterned phrases from reading/ own experiences to help engage the reader Take an interest in, enjoy and explore new vocabulary in order to support their writing 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect the level of formality required Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject Understand nuances in vocabulary choice Use figurative language to develop setting, character and atmosphere Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Integrate dialogue to convey character and advance the action

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning and Drafting	<ul style="list-style-type: none"> • Say out loud what they are going to write • Compose a sentence orally before writing it • Pupils plan with a clear purpose, audience and form • Begin to organise their ideas in writing 	<ul style="list-style-type: none"> • Plan and/or rehearse orally what they are going to write • Encapsulate, sentence by sentence what they want to say • Pupils plan with a clear purpose, audience and form • Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing • Develop a positive attitude towards and stamina for writing 	<ul style="list-style-type: none"> • Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text-type • Discuss and record ideas before writing • Compose/rehearse sentences orally specific to the genre/text-type • Plan with a clear purpose, audience and form • Enhance the effectiveness of what is written 	<ul style="list-style-type: none"> • Use reading experiences and understanding of structural organisers to help plan their writing in a range of genre/text-types • Discuss and record ideas before writing • Compose and rehearse sentences orally specific to the genre/text-type • Plan with a clear purpose, audience and form • Enhance the effectiveness of what is written 	<ul style="list-style-type: none"> • Identify the audience and purpose • Suggest an appropriate form of writing • Use note-making to record ideas using reading and research • Plan with a clear purpose, audience and form • Independently enhance the effectiveness of writing through reading, evaluating and redrafting 	<ul style="list-style-type: none"> • Independently identify and select the audience and purpose, form and style of writing • Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate • Independently plan own ideas for developing characters and settings, narrative structure. • Independently plan using appropriate features of non-fiction text type/mixed • Make appropriate choices of grammar and vocabulary to clarify and enhance meaning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and Editing	<ul style="list-style-type: none"> • With support, if appropriate, reread sentences for sense • Discuss what they have written with others/teacher • Evaluate impact on reader e.g. <i>intended purpose of the writing, language features of the genre, form in which it was written e.g. letter, blog etc.</i> • Re read aloud, clearly enough to be heard by others 	<ul style="list-style-type: none"> • Re read ensuring it makes sense and has the desired effect/provides pertinent information to the reader • Evaluate the effective use of word choice, grammar and punctuation • Make simple additions, revisions, corrections, following proof-reading and evaluation of writing • Read aloud what they have written with appropriate intonation 	<ul style="list-style-type: none"> • Evaluate own writing against the purpose, text structure, language features of the genre/text-type • Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children • Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate) <ul style="list-style-type: none"> • Read aloud their own writing using appropriate intonation, tone and volume to make the meaning clear 	<ul style="list-style-type: none"> • Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type • Make improvements related to aspects of Appendix 2 statutory requirements relating to the needs of the children • Proofread for spelling and punctuation errors (cross-reference to Word list for Y3/4 where appropriate) • Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences • Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear 	<ul style="list-style-type: none"> • Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis • Ensure consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement • Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear • Evaluate and edit own and others' writing against a set criteria, some of which may be generated by themselves • Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate • Learn use and apply the grammar for year 5 appendix 2, through discussion, editing and evaluating their own rereading and writing 	<ul style="list-style-type: none"> • Précis longer passages • Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis • Evaluate and edit own and others' writing against a set criteria generated by pupils • Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate • Learn, use and apply the grammar for year 6 appendix 2, through discussion, editing and evaluating their reading and writing