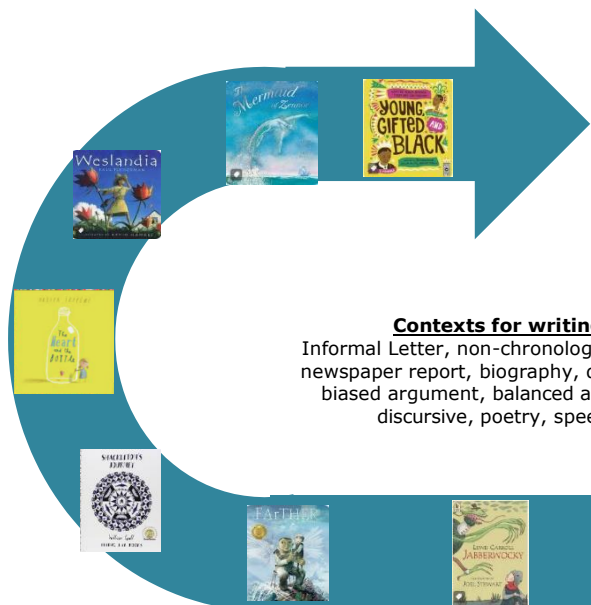


Writing Learning Journey



Contexts for writing
Informal Letter, non-chronological report, newspaper report, biography, diary entry, biased argument, balanced argument, discursive, poetry, speech

YEAR 6

Y6 SPAG

- *The use of subjunctive forms.
- *Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- *Layout devices.
- *Punctuation for effect.
- *Synonyms and Antonyms.
- *Use of the semi-colon, colon and dashes.
- *Use of the colon to introduce a list and use of semi-colons within lists.
- *Punctuation of bullet points to list information.
- *How hyphens can be used to avoid ambiguity.
- *Rhetorical questions.
- *Spell many common exception words.
- *Spell some words with silent letters.
- *Write legibly, fluently and with increasing speed.

Y5 Contexts for writing:
Setting description, character description, performance poems, instructions, diary entry, explanation text, non-chronological report, newspaper, informal letter, biography, advertisement, biased argument.

YEAR 5

Y5 SPAG

- *Converting nouns or adjectives into verbs using suffixes
- *Relative clauses
- *Indicating degrees of possibility using adverbs or modal verbs
- *Devices to build cohesion within a paragraph.
- *Linking ideas across paragraphs using adverbials of time, place and number or tense choices
- *Brackets, dashes or commas to indicate parenthesis.
- *Use of commas to clarify meaning or avoid ambiguity.
- *Spell many common exception words.
- *Write legibly, fluently and with increasing speed.
- *Direct speech.

Y4 SPAG

- *Fronted adverbials.
- *Noun phrases expanded by the addition of modifying.
- *#adjectives, nouns and preposition phrases.
- *Use of paragraphs to organise ideas.
- *Appropriate choice of pronoun or noun
- *Use of inverted commas and other punctuation to indicate direct speech.
- *Apostrophes to mark plural possession.
- *Possessive apostrophe in words with regular and irregular plurals.
- *Use of commas after fronted adverbials.
- *Spell most common exception words.
- *Spell homophones.
- *Use the diagonal and horizontal strokes that are needed to join letters.
- *Increase the legibility, consistency and quality of their handwriting.

Y4 Contexts for writing:
Setting description, character description, performance poems, instructions, diary entry, explanation text, non-chronological report, newspaper, informal letter, biography, advertisement.

YEAR 4

Y3 Contexts for writing:
Setting description, character description, poems, instructions, diary entry, explanation text, non-chronological report, newspaper report, poster.

YEAR 3

Y3 SPAG

- *Formation of nouns using a range of prefixes [for example super-, anti-, auto-].
- *Correct use of a or an
- Identify word families based on common words.
- *Expressing time, place and cause using conjunctions; adverbs, prepositions
- *Introduction to paragraphs.
- *Use of headings and subheadings.
- *Use of the present perfect tense.
- *Introduction to inverted commas to punctuate direct speech.
- *Spell homophones.
- *Spell many common exception words.
- *Use the diagonal and horizontal strokes that are needed to join letters.
- *Increase the legibility, consistency and quality of their handwriting.

Y2 Contexts for writing:
character description, setting description, story, adventure story, poem, instructions, non-chronological report, letter, diary entry.

YEAR 2

Y2 SPAG

- *Use of capital letters, full stops, question marks and exclamation marks.
- *Commas to separate items in a list.
- *Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
- *Spell many common exception words.
- *Distinguishing between homophones and near homophones.
- *Consistent use of past or present tense.
- *Identify statements, questions, exclamation marks or commands.
- *Use of subordination and co-ordination.
- *Expanded noun phrases.
- *Use of the suffixes -er, -est, -ly, -ful, -less
- *Start to use diagonal and horizontal strokes to join letters.

YEAR 1

Y1 Contexts for writing:
Labels, captions, story, character description, recount, instructions, information page, letter, diary entry.

YEAR 1

EYFS Contexts for writing:
Gives meaning to marks drawn or painted, writes own name, labels, or captions, continues a rhyming pattern, links sounds to letters and names the alphabet. Writes simple sentences and can read them back.

EYFS

Y1 SPAG:

- *Form upper- and lower-case letters correctly.
- *Capital letters.
- *Full stops
- *Adjectives
- *Nouns.
- *Verbs.
- *Conjunction 'and'
- *Adverbials
- *Question marks
- *Exclamation marks
- *Prefixes and suffixes
- *Spell days of the week
- *Capital letters for names of people, places, days of the week and the personal pronoun I