TRANSCRIPTION & HANDWRITING

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the school's handwriting approach.	Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced so that ascenders and descenders do not meet. Appropriate letters are joined consistently.	Writing is legible and becoming increasingly fluent (quality may not be maintained at speed). Correct choice is often made about whether to join handwriting or print labels e.g. to label a diagram.	Writing is legible and fluent throughout passages of text, with a personal style. Quality is usually maintained when writing at sustained, efficient speed. Correct choice is made consistently about whether to join handwriting or print labels e.g. to label a diagram.

TRANSCRIPTION & HANDWRITING

KEY VOCABULARY

YEAR 3	YEAR 4	YEAR 5	YEAR 6
ascenders	ascenders	ascenders	ascenders
cursive curls	cursive curls	cursive curls	cursive curls
descender	descender	descender	descender
dictate	dictate	diagram	diagram
dictation	dictation	dictate	dictate
letter	letter	dictation	dictation
letters	letters	label	label
		letter	letter
simple sentence	simple sentence	letters	letters
stroke	stroke	simple sentence	simple sentence
		stroke	stroke
		style	style
		writing implement	writing implement

EXPLORING WRITING AND ITS CONTEXT

English | **INSPIRE** *CURRICULUM*

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write and ask relevant questions about it in order to understand and learn from its structure, vocabulary and grammar.	Discuss a range of writing and ask relevant questions about it to understand and learn from its structure, vocabulary and grammar to inform their own ideas. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, understanding and considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Discuss a range of writing and analyse its structure, vocabulary, and grammar to inform their own writing. Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own as well as drawing upon previous exposure to texts they have read. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and using this to inspire their own construction of narratives.

EXPLORING WRITING AND ITS CONTEXT

KEY VOCABULARY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
grammar structure vocabulary WABOLL WAGOLL	grammar questions structure vocabulary WABOLL WAGOLL	audience author characters form genre narratives purpose of writing settings WABOLL WAGOLL	audience author characters construction form genre narratives purpose of writing settings WABOLL WAGOLL

English

INSPIRE CURRICULUM

PLANNING WRITING

OBJECTIVES

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use planning guides, which reflect the final outcome writing layout, to jot down initial ideas and vocabulary. With support, begin to use planning systems such as story-mapping and mind-maps to record ideas.	Use a variety of planning guides, which reflect the final outcome writing layout, to jot down initial ideas, vocabulary and grammatical features. Begin to use planning systems such as story-maps and mind-maps to plan with increased independence.	Use what they have learned from interrogating texts to inform their own planning for an intended outcome. Consider the intended audience, purpose and genre. Use a variety of planning structures including planning guides, mind-mapping and bullet points to allow them to record initial ideas, vocabulary and features to include. Begin to choose appropriate planning methods which will match the final layout for a piece of writing, with some confidence.	Use what they have learned from interrogating texts to inform their own planning for an intended outcome. Consider the intended audience, purpose, genre and tone. Identify the formality of the piece of writing. Use a variety of planning structures including planning guides, mind-mapping and bullet points to allow them to record initial ideas, vocabulary and features to include. Choose appropriate planning methods which will match the final layout for a piece of writing, where appropriate.

PLANNING WRITING

KEY VOCABULARY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
grammar structure vocabulary	grammar questions structure vocabulary	audience author characters form narratives purpose of writing settings	audience author characters construction form formality narratives purpose of writing settings tone

DRAFTING - COMPOSITION OF WRITING

English   **INSPIRE** CURRICULUM

OBJECTIVES

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Compose and rehearse sentences orally. Talk about initial ideas to plan and draft before writing.	Discuss and develop initial ideas in order to plan and draft before writing.	Develop initial ideas with some discussion in order to plan and draft before writing.	Discuss and develop ideas; routinely use the drafting process before and during writing.
Write to suit purpose and show some features of the genre being taught.	Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.	Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
Create chronological narratives, writing in sequence. Write simple beginning, middle, ending.	Organise writing into sections or paragraphs, including fiction and non-fiction.	Organise writing into sections or clear paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development).	Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
With scaffold, organize sections broadly, within a theme.	Appropriately use a range of presentational devices, including use of a title and subheadings.	Use a range of presentational devices, including use of a title, subheadings and bullet points.	Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
Use headings and subheadings to aid presentation.	Use dialogue within narrative, although balance between dialogue and narrative may be uneven.	Use dialogue to indicate character and event with appropriate balance.	Use a range of presentational devices, including use of bullet points, table and columns, to guide the reader.
Describe characters, settings and / or plot in a simple way, with some interesting details.	Describe characters, settings and plot, with some interesting details.	Describe characters, settings and plot, with growing precision and detail.	Integrate dialogue to convey character and advance the action.
Evaluate own and others' writing, with direction; re-read and check own writing; make changes.	Evaluate own and others' writing; proofread, edit and revise.	Find key words and ideas; begin to write a summary.	Describe characters, settings and atmosphere, with some precision.
		Evaluate own and others' writing; with direction, proofread, edit and revise.	Summarise longer passages, when required.
			Evaluate own and others' writing; proof read, edit and revise.

DRAFTING - COMPOSITION OF WRITING

INSPIRE CURRICULUM

KEY VOCABULARY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
plan	plan	plan	plan
discuss	discuss	discuss	discuss
model	modelled text	model	model
structure	structure	structure	structure
text	text type	text	text
compose	compose	compose	compose
rehearse	rehearse	rehearse	rehearse
vocabulary	vocabulary	vocabulary	vocabulary
sentence structure	sentence structure	sentence structure	sentence structure
		note	note
		research	research

DRAFTING – STRUCTURE

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Generally organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).	Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).	Selecting appropriate grammar and vocabulary, showing some understanding of how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Precising longer passages. Using a range of devices to build cohesion between paragraphs. Generally using further organisational and presentational devices to structure non-narrative text and to guide the reader.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Precising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure texts and to guide the reader.

DRAFTING – STRUCTURE

KEY VOCABULARY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
paragraph	paragraph	y3/4 +	y3/4 +
theme	theme	atmosphere	atmosphere
narratives	narratives	dialogue	dialogue
character	character	action	action
setting	setting	cohesion	cohesion
plot	plot	presentation	presentation
non-narrative	non-narrative		
organisational device	organisational device		
heading	heading		
subheading	subheading		
fiction	fiction		
non-fiction	non-fiction		

GRAMMAR, PUNCTUATION AND SPELLING
(INFORMED BY EMBARK ASSESSMENT GRIDS)

English

OBJECTIVES

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Uses compound and complex sentences consistently throughout written pieces, sometimes starting sentences with subordinate conjunctions Uses expanded noun phrases to describe and specify e.g. the blue butterfly, plain flour, the man in the moon Uses adverbs within and to start sentences e.g. then, next, soon, therefore, frantically, surprisingly	Uses compound and complex sentences consistently throughout written pieces, with subordinate conjunctions used to start sentences and join clauses Uses expanded noun phrases modified by adjectives and, sometimes, prepositional phrases e.g. the old, brown chair/the chair nearest the window Uses adverbs and fronted adverbials to start sentences	Write effectively for a range of purposes and audiences, selecting appropriate language and structures Is beginning to use a range of complex sentence structures, with subordinate clauses starting in different ways e.g. subordinate conjunctions, relative pronouns, verbs ending in -ing or -ed Uses expanded noun phrases modified by adjectives and prepositional phrases	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Selects vocabulary & grammatical structures that reflect what the writing requires, doing this mostly appropriately Uses a range of complex sentence structures, with subordinate clauses starting in different ways e.g. subordinate conjunctions, relative pronouns, verbs ending in -ing or -ed Uses expanded noun phrases modified by adjectives and prepositional phrases
Uses inverted commas mostly correctly Is beginning to uses commas after adverb starters Uses the punctuation taught at Key Stage 1 mostly correctly: • Capital letters to start sentences • Full stops • Question marks • Exclamation marks • Capital letters for names and 'I' • Commas to separate items in a list • Apostrophes for contracted word forms • Apostrophes for singular possession.	Uses apostrophes to mark plural possession mostly correctly Uses inverted commas mostly correctly and makes some correct use of other punctuation in direct speech, including a comma after the reporting clause and end punctuation within inverted commas Uses commas after adverb starters and fronted adverbials mostly correctly Is beginning to use commas to mark complex sentences starting with subordinate conjunctions Uses the punctuation taught at Key Stage 1 correctly. (Listed in Y3)	Uses commas mostly correctly to mark sentence openers, e.g. adverb starters, fronted adverbials and subordinate clauses starting with conjunctions and verbs Making some correct use of commas to clarify meaning or avoid ambiguity, mostly correctly e.g. to separate items in a list; names from the beginning or end of a sentence, clauses Making some correct use of brackets, dashes or commas to indicate parenthesis or punctuate relative clauses Uses the punctuation taught at LKS2 mostly correctly: • inverted commas and other punctuation to indicate direct speech • apostrophes for plural possession • commas after fronted adverbials	Uses the punctuation taught at LKS2 mostly correctly: • inverted commas and other punctuation to indicate direct speech • apostrophes for plural possession • commas after fronted adverbials Uses the punctuation taught at UKS2 mostly correctly: • brackets, dashes and commas for parenthesis • commas to clarify meaning or avoid ambiguity • semi-colons, colons and dashes to mark the boundary between independent clauses • colons to introduce a list and semi-colons within lists • bullet points to list information • hyphens to avoid ambiguity
Uses verb tenses consistently and correctly throughout their writing Uses the determiners 'a' or 'an' correctly Spells correctly most words from the Year 3 spelling lists.	Uses verb tenses consistently and correctly throughout their writing Spells correctly most words from the Year 3/4 spelling lists.	Uses verb tenses consistently and correctly throughout their writing Spells correctly most words from the Year 5 spelling lists.	Uses verb tenses consistently and correctly throughout their writing Spells correctly most words from the Year 5/6 spelling lists.

SPAG – GREATER DEPTH
(INFORMED BY EMBARK ASSESSMENT GRIDS)

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Selects vocabulary precisely to create desired effects Uses subordinate conjunctions to start sentences and join clauses	Selects vocabulary precisely to create desired effects Uses a range of sentence starting techniques e.g. adverbs, fronted adverbials, subordinate clauses starting with conjunctions	Selects vocabulary precisely and manipulates grammatical structures to create desired effects Uses a range of complex sentence structures, with subordinate clauses starting in different ways e.g. subordinate conjunctions, relative pronouns, omitted relative pronouns, verbs ending in -ing or -ed	Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Distinguishes between the language of speech and writing[1] and chooses the appropriate register
Uses the full range of punctuation taught at Key Stage 1 Punctuates adverb starters with commas, mostly correctly Is beginning to use other punctuation to indicate direct speech e.g. capital letters to open speech; commas to end speech if followed by a reporting clause	Uses the full range of punctuation taught at Key Stage 1 (see above) Punctuates sentence starters with commas, mostly correctly Uses inverted commas and other punctuation in direct speech, mostly correctly e.g. including a comma after the reporting clause and end punctuation within inverted commas	Uses the full range of punctuation taught up to and including year 5 correctly (see above) Uses commas mostly correctly to clarify meaning or avoid ambiguity e.g. to separate items in a list; names from the beginning or end of a sentence, clauses Uses brackets, dashes and commas to mark parenthesis mostly correctly	Uses the range of punctuation taught at key stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

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[1] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

PROOFREADING, EDITING & REDRAFTING

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Proofread for spelling and punctuation errors appropriate to Y3 SPAG.

Proofread to check for any missing words which should already be there.

Begin to propose editorial changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Assess their own writing against success criteria to help aid editing choices. | Proofread for spelling and punctuation errors appropriate to Y4 SPAG.

Proofread to check for any missing words which should already be there.

Propose editorial changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Suggest sentence structure amendments to improve the flow and quality of their writing.

Assess their own and others' writing against co-constructed success criteria to help aid editing choices. | Proofread for spelling and punctuation errors appropriate to Y5 SPAG skills & spelling lists.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Mostly ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Assess their own and others' writing against co-constructed success criteria to help aid editing choices, identify strengths and suggest improvements. | Proofread for spelling and punctuation errors appropriate to Y6 SPAG skills & spelling lists.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Always ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Confidently assess their own and others' writing against co-constructed success criteria to help aid editing choices, identify strengths and suggest improvements. |

PROOFREADING, EDITING & REDRAFTING

INSPIRE CURRICULUM

English

KEY VOCABULARY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
change	change	change	change
develop	develop	develop	develop
edit	edit	edit	edit
grammar	grammar	grammatical features	grammatical features
improve	improve	improve	improve
pronouns	pronouns	language	language
		proofread	proofread
proofread	proofread	punctuation	punctuation
punctuation	punctuation	singular / plural	singular / plural
spelling	spelling	spelling	spelling
vocabulary	vocabulary	strengths	strengths
		subject	subject
		tense	tense
		verb	verb
		vocabulary	vocabulary

REFLECTING ON AND PERFORMING WRITING

English

INSPIRE CURRICULUM

OBJECTIVES			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
With support, begin to reflect on their own writing and recognise what they have done well and what they could improve. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. *(See Reading Guide for further guidance)*	Reflect on their own writing and their peers' by identifying how their writing is successful and steps they could take in the future to improve. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. *(See Reading Guide for further guidance)*	Answer a range of questions about their own writing which allow them to consider how successful their writing has been and further points to develop. Reflect on how their writing suits the intended purpose, audience and genre with some evidence to support their ideas. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. *(See Reading Guide for further guidance)*	Answer a range of questions about their own writing which allow them to consider how successful their writing has been and further points to develop. Reflect on how their writing suits the intended purpose, audience and genre using evidence taken from their own writing to support their ideas. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. *(See Reading Guide for further guidance)*

REFLECTING ON AND PERFORMING WRITING

KEY VOCABULARY

YEAR 3	YEAR 4	YEAR 5	YEAR 6
intonation read aloud tone volume	intonation read aloud tone volume	composition intonation meaning movement read aloud tone volume	composition intonation meaning movement read aloud tone volume