

Writing Overview | *Assessment Indicators and Outcomes*

Year 4		
Writing End Points		
Autumn	Spring	Summer
Transcription		
1. Write with legible and consistent handwriting, with some joins. 2. Use editing to increase the accuracy of spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with some joins correctly formed. 2. Use editing to increase the accuracy of spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with many joins correctly formed. 2. Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure		
3. Begin to use commas after fronted adverbials, as well as in lists. 4. Put the apostrophe in the correct place within contractions and for singular possession. 5. Use inverted commas to punctuate speech sentences mostly correctly. 6. Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses. 7. Use a range of verb tenses with increasing consistency. 8. Use person and subject-verb agreement with increasing consistency.	3. Use commas more consistently after fronted adverbials, as well as in lists. 4. Put the apostrophe in the correct place within contractions and for singular possession. 5. Begin to use apostrophes to mark plural possession. 6. Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly. 7. Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 8. Use a range of verb tenses with increasing consistency. 9. Use person and subject-verb agreement with increasing consistency.	3. Use commas after fronted adverbials, as well as in lists. 4. Begin to use commas to mark the boundary between a subordinate clause and a main clause. 5. Put the apostrophe in the correct place within contractions and to mark singular possession. 6. Demonstrate greater accuracy in use of apostrophes to mark plural possession. 7. Use inverted commas to punctuate a sequence of speech sentences mostly correctly. 8. Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 9. Use a range of verb tenses with increasing consistency. 10. Use person and subject-verb agreement with increasing consistency.
Composition		
9. Write coherent narrative pieces (including short stories, character and setting descriptions). 10. Write coherent non-narrative pieces using appropriate language and some organisational features. 11. Begin to vary sentence structure through the use of fronted adverbials to add detail. 12. Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify. 13. Organise writing into paragraphs to introduce new ideas or information. 14. Use pronouns to replace nouns in order to avoid repetition.	10. Begin to write organised and structured narratives (including short stories, character and setting descriptions). 11. Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader. 12. Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail. 13. Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify. 14. Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing. 15. Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them. 16. Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.	11. Write organised and structured narratives (including short stories, character and setting descriptions). 12. Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader. 13. Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. 14. Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes. 15. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing. 16. Use paragraphs to organise ideas around a theme, making cohesive links between them. 17. Use pronouns and a wider range of noun phrases in order to avoid repetition.
Spelling (Taught through Trust Spelling Bee Scheme)		
Apply Year 3 and some Year 4 spelling patterns within writing. Spell most of the taught Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Spell most common contraction words correctly.	Apply many taught spelling patterns within writing. Spell most of the taught Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Begin to spell a wider range of contraction words correctly.	Apply taught spelling patterns within writing. Spell most Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Spell a wider range of contraction words correctly.
Greater Depth		
Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials. Make some choices about: - the organisation and structure of writing - when to use a formal or more informal style - revealing character through dialogue - the use of precise vocabulary and techniques to evoke feelings and responses from the reader - language and grammar, according to purpose and audience to show an individual writer's voice. Egin to draw upon models from reading and use them to enhance writing		

Year 5		
Writing Endpoints		
Autumn	Spring	Summer
Transcription		
1. Write with legible and consistent handwriting, with most joins correctly formed. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with most joins correctly formed. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.	1. Begin to maintain legibility in joined handwriting. 2. Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure		
3. Use commas after fronted adverbials, as well as in lists. 4. Begin to use commas to mark the boundary between a subordinate clause and a main clause. 5. Put the apostrophe in the correct place within contractions and for singular and plural possession. 6. Use inverted commas to punctuate a sequence of speech sentences mostly correctly. 7. Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 8. Use a range of verb tenses with increasing consistency 9. Use person and subject-verb agreement with increasing consistency.	3. Begin to use brackets, dashes and/or commas to indicate parenthesis. 4. Use commas to mark the boundary between a subordinate clause and a main clause. 5. Begin to use commas for clarity correctly. 6. Use speech punctuation accurately, including before and after a reporting clause. 7. Begin to use relative clauses to extend sentences. 8. Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing	3. Use brackets, dashes and/or commas to indicate parenthesis Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause. 4. Use commas for clarity mostly correctly 5. Use speech punctuation accurately, including before and after a reporting clause. 6. Use relative clauses to extend sentences 7. Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
Composition		
10. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader. 11. Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest. 12. Describe settings and characters through descriptive language. 13. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader 14. Begin to use both formal and informal writing features 15. Use dialogue to provide relevant information about characters. 16. Use paragraphs to organise ideas around a theme, making cohesive links between them. 17. Begin to evaluate and redraft sections of writing in order to enhance and improve.	9. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader. 10. Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest. 11. Describe settings and characters through carefully chosen descriptive language. 12. Begin to create atmosphere through use of language, sentence structure and punctuation for effect. 13. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader. 14. Write using both formal and informal styles 15. Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward. 16. Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them. 17. Begin to evaluate and redraft sections of writing in order to enhance and improve.	8. Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader. 9. Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest. 10. Describe settings and characters through carefully chosen descriptive and figurative language. 11. Create atmosphere through use of language, sentence structure and punctuation for effect. 12. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader. 13. Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose. 14. Use dialogue purposefully to provide information about characters and/or move events forward 15. Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition 16. Begin to evaluate and redraft sections of writing in order to enhance and improve.
Spelling (Taught through Trust Spelling Bee Scheme)		
Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell most Year 3/4 statutory words correctly. Spell many of the taught Year 5/6 statutory words correctly.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing. Spell the Year 3/4 statutory words correctly. Spell most of the taught Year 5/6 statutory words correctly
Greater Depth		
Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs. Make some choices about:		

- the organisation, structure and content of writing
 - the use of formal and informal language and grammar features
 - the manipulation of grammar and language for effect and context
 - the use of written language structures, as well as those that mirror spoken language
- when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.

Writing Outcomes						
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Class Novels</u> Autumn Term: When the Sky Falls Spring Term: Skellig Summer Term: Treasure Island <u>Optional Texts:</u> Oliver Twist The Night I Met Father Christmas <u>Non-fiction</u> Range of high quality non-fiction including online and books	<u>Narrative</u> Building Boy Expected Standard: Using a simple story as a prompt, write their own version changing the setting. End Points: 3, 12 & 13 (Y4) End Points: 3, 12 & 16 (Y5)	<u>Non-Chronological Report</u> Wild Apprentice Expected Standard: Write a report with a clear audience and specific form, e.g. magazine article . End Points: 4, 6 & 7 (Y4) End Points: 5, 7, 8 & 11 (Y5)	<u>Narrative</u> https://www.literacyshed.com/3littlepigs.html Traditional Tales Expected Standard: Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns. Begin to punctuate speech more accurately and introduce similes to describe. End Points: 6, 12 & 16 (Y4) End Points: 6, 7, 10, 15 & 16 (Y5)	<u>Discussion</u> Skellig Expected Standard: Write a discussion text in a specific form with a specific audience e.g. a letter to another character in the story End Points: 3, 12, 13 & 15 (Y4) End Points: 3, 4, 5, 7 & 10 (Y5)	<u>Explanation</u> Expected Standard: Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. End Points: 4, 5, 6, 8 & 9 (Y4) End Points: 3, 4, 6 & 7 (Y5)	<u>Narrative</u> Treasure Island Expected Standard: Write in role as a character from a story. End Points: 7, 8, 14 & 16 (Y4) End Points: 3, 5, 6, 14 & 15 (Y5)
	<u>Recount</u> When the sky Falls Expected Standard: Write a recount in the 1st person with a clear audience and form (diary) End Points: 2 & 6 (Y4) End Points: 4 & 7 (Y5)	Transform for GDS: Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience, e.g. Wikipedia page or other website . <u>Narrative</u> The Night I Met Father Christmas Expected Standard: Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. End Points: 3, 5, 11 & 13 (Y4) End Points: 3, 6, 15 & 16 (Y5)	*Teachers Choice*	Transform for GDS: Write the reply to the letter, posing an opposing argument.	<u>Recount</u> Oliver Twist Expected Standard: Write a recount in the form of a newspaper report . Use direct quotes, linking paragraphs together appropriately. End Points: 3, 13, 16 & 17 (Y4) End Points: 3, 4, 9 & 15 (Y5)	<u>Non-Chronological Report</u> Amazing Animal Homes Expected Standard: Write a comparative report based on their own notes taken from several sources. End Points: 4, 8, 9, 13, 16 (Y4) End Points: 3, 6, 7, 9 & 15
					Transform for GDS: Same recount in a different form and style e.g. Recount events as a diary .	Transform for GDS: Turn the report into a clear form with a different audience e.g. fact file, webpage, entry into non-fiction book .

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.