

CWPS Writing Curriculum (NC 2014)

	Year 1 Secure (1s)	Band 1	Year 2 Secure (2s)	Band 2	Year 3 Secure (3s)	Band 3
<p><u>Approximate order of skills:</u></p> <p>SPELLING</p> <p>HANDWRITING</p> <p>COMPOSITION</p> <p>VOCABULARY</p> <p>GRAMMAR AND PUNCTUATION</p> <p><u>Assessment:</u></p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p>A child working at the EXPECTED Level at the end of Year 1 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can spell words containing each of the letter sounds that have been taught. • Can spell common exception words. • Can spell the days of the week. • Can name the letters of the alphabet in order. • Can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. • Knows the plural rule and uses –s and –es correctly. • Can add –s or –es to words to make them plural. • Can add –un to the start of a word to make a different word; Can show how un-added to the beginning of a word can change its meaning. • Can add –ing, –ed, –er and –est to the end of a word to make a new word. • Can use simple spelling rules: See R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1. • Can write correct spellings in simple sentences dictated by a teacher. • Can sit correctly at a table, holding a pencil comfortably and correctly. • Can write lower case letters in the correct direction, starting and finishing in the right place. • Can write capital letters. • Can write the numbers 0-10. • Can see which letters belong to which handwriting families. • Can write sentences by saying out loud what they intend to write about. • Can say a sentence out loud before they write it. • Can join sentences together to make a story. • Can read their sentence <u>and</u> check it makes sense. • Can talk about their writing to an adult or another child. • Can read a sentence out loud which can be heard and understood. • Can put words together to make sentences. • Can use joining words like 'and'. • Can write a short story using sentences. • Can use spaces between words. • Can use capital letters, full stops, question marks and exclamation marks at the end of sentences. • Can use capital letters for names, places, the days of the week and the word 'I'. • Can explain what letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<p>A child working at the EXPECTED Level at the end of Year 2 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can break down spoken words into their sounds and write them mostly correctly. • Can learn new spellings by using words I already know how to spell. • Can spell common exception words. • Can spell words which have been shortened (e.g. can't, won't and could've). • Can spell words which use an apostrophe to show possession (e.g. girl's book). • Can spell words that sound the same but are spelt differently (e.g. buy, bye, by). • Can add the endings –ment, -ness, -ful,, -less, -ly to spell longer words. • Can use simple spelling rules: See R, 1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1. • Can write the correct spellings and punctuation in simple sentences dictated by a teacher. • Can write lower case letters that are all the same size. • Can use some of the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined. • Can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters. • Can use spacing between words that fits with the size of the letters. • Can write about things I have done and things that others have done. • Can write a long piece of text about a real event in one go. • Can write poetry. • Can write for different purposes, writing long and short pieces of work. • Can plan by writing down ideas or by talking about them. • Can plan by writing down ideas or by talking about them for each sentence. • Can plan by writing down ideas and / or key words and new vocabulary. • Can change my writing and make corrections after speaking to the teacher or another child. • Can check own writing by reading it through to make sure it makes sense and that the tense is correct. • Can proof read work to check for spelling, punctuation and grammar errors. • Can read work aloud with confidence using an appropriate tone of voice to make the meaning clear. • Can make new words by adding -ness and –er at the end of a word. • Can make new words by putting two words together (e.g. whiteboard, superman). • Can make new words by adding -ful and –less at the end of a word. • Can add –er, –est and –ly to the end of words. • Can use when, 'if', 'that', 'because', 'or' and 'but', in my writing. • Can use description. • Knows if a sentence is a question, command, exclamation or a statement. • Can use the correct tense. • Can use the correct verb form to indicate actions in progress in the present or in the past. • Can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end. • Can use commas when writing a list. • Can use apostrophes to show where letters are missing and to show possession. • Can explain what noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma mean. 	<p>A child working at the EXPECTED Level at the end of Year 3 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can use the prefixes un-, dis-, mis-, re- and –pre. • Can add suffixes beginning with a vowel to words of more than one syllable (e.g. forgetting, preferred, gardening, limited). • Can use the suffix –ly. • Can spell words with –ure and –sure endings (e.g. treasure, measure, picture, nature). • Can spell words with –sion endings (e.g. division, decision). • Can spell words which sound the same but have different meanings (e.g. break, brake; here, hear etc). • Can spell words that are often misspelt (e.g. necessary, accommodate). • Can spell words containing 'i' sound spelt 'y' (e.g. gym, myth). • Can spell words containing the 'u' sound spelt 'ou' (e.g. young, touch, double). • Can spell words with the 'ks' sound spelt 'ch' (e.g. school, echo). • Can spell words with the 'sh' sound spelt 'ch' (e.g. chef, machine). • Can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' (e.g. eight, they). • Can use the first two or three letters of a word to check its spelling in a dictionary. • Can write from memory simple sentences, dictated by the teacher, that include known words and punctuation. • Can use more of the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined. • Can write so that most letters are easy to read, all the same way up and the same size. Writing is spaced properly so that the letters don't overlap. • Can plan writing by discussing it and talking about how to improve it using examples from other writing. • Can plan writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece. • Can re-edit writing. • Can rewrite work, making improvements to vocabulary; using conjunctions such as when, before, after, while; using adverbs such as then, next, soon; using prepositions such as before, after, during and because. • Can use paragraphs to organize writing so that blocks of text group related material. • Can draft and write descriptive work that creates settings, characters and plots. • Can draft and write material such as instructions, using headings and sub-headings to organise my work. • Can re-read work and improve it for the audience. • Can re-read work and make it more interesting by making changes to vocabulary and grammar. • Can proof read work by reading aloud and putting in full stops. Can also add commas, question marks, exclamation marks and speech marks where needed. • Can read writing to a group with confidence and make sure it sounds interesting using the right tone and volume of voice. • Can create new words using a range of prefixes including super-, anti-, auto-. • Can understand when to use 'a' or 'an' in front of a word. • Can identify word families based on root words (e.g. solve/solution, dissolve, insoluble). • Can talk about time and cause using: when, before, after, while, so, because, then, next, soon, therefore, before, during, in, because of. • Can use paragraphs. • Can use heading and sub-headings. • Can use the present perfect form of verbs (e.g. he has gone out to play). • Can use speech marks correctly. • Understands the meaning of: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 			

CWPS Writing Curriculum (NC 2014)

	Year 3 Secure (3s)	Band 3	Year 4 Secure (4s)	Band 4	Year 5 Secure (5s)	Band 5
<p><u>Approximate order of skills:</u></p> <p>SPELLING</p> <p>HANDWRITING</p> <p>COMPOSITION</p> <p>VOCABULARY</p> <p>GRAMMAR AND PUNCTUATION</p> <p><u>Assessment:</u></p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p>A child working at the EXPECTED Level at the end of Year 4 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can use the prefixes un-, dis-, mis-, re- and –pre. • Can add suffixes beginning with a vowel to words of more than one syllable (e.g. forgetting, preferred, gardening, limited). • Can use the suffix –ly. • Can spell words with –ure and –sure endings (e.g. treasure, measure, picture, nature). • Can spell words with –sion endings (e.g. division, decision). • Can spell words which sound the same but have different meanings (e.g. break, brake; here, hear etc). • Can spell words that are often misspelt (e.g. necessary, accommodate). • Can spell words containing 'i' sound spelt 'y' (e.g. gym, myth). • Can spell words containing the 'u' sound spelt 'ou' (e.g. young, touch, double). • Can spell words with the 'ks' sound spelt 'ch' (e.g. school, echo). • Can spell words with the 'sh' sound spelt 'ch' (e.g. chef, machine). • Can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' (e.g. eight, they). • Can use the first two or three letters of a word to check its spelling in a dictionary. • Can write from memory simple sentences, dictated by the teacher, that include known words and punctuation. • Can use more of the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined. • Can write so that most letters are easy to read, all the same way up and the same size. Writing is spaced properly so that the letters don't overlap. • Can plan writing by discussing it and talking about how to improve it using examples from other writing. • Can plan writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece. • Can re-edit writing. • Can rewrite work, making improvements to vocabulary; using conjunctions such as when, before, after, while; using adverbs such as then, next, soon; using prepositions such as before, after, during and because. • Can use paragraphs to organize writing so that blocks of text group related material. • Can draft and write descriptive work that creates settings, characters and plots. • Can draft and write material such as instructions, using headings and sub-headings to organise my work. • Can re-read work and improve it for the audience. • Can re-read work and make it more interesting by making changes to vocabulary and grammar. • Can proof read work by reading aloud and putting in full stops. Can also add commas, question marks, exclamation marks and speech marks where needed. • Can read writing to a group with confidence and make sure it sounds interesting using the right tone and volume of voice. • Can create new words using a range of prefixes including super-, anti-, auto-. • Can understand when to use 'a' or 'an' in front of a word. • Can identify word families based on root words (e.g. solve/solution, dissolve, insoluble). • Can talk about time and cause using: when, before, after, while, so, because, then, next, soon, therefore, before, during, in, because of. • Can use paragraphs. • Can use heading and sub-headings. • Can use the present perfect form of verbs (e.g. he has gone out to play). • Can use speech marks correctly. • Understands the meaning of: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 	<p>A child working at the EXPECTED Level at the end of Year 5 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can use prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti- and auto-. • Understand and add suffixes –ation, -ous. • Can add endings –sion, -ssion, -cian (e.g. invention, discussion, tension). • Can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que' (e.g. rogue, tongue, antique, unique). • Can spell words which sound the same but have different meanings: accept/except, affect/effect, medal/meddle etc). • Can spell more complex words that are often misspelt (e.g. caught, interest, occasionally). • Can spell words with the 's' sound spelt 'sc' (e.g. science, scene). • Can use possessive apostrophe correctly in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). • Can use the first 3-4 letters of a word to check its spelling in a dictionary. • Can write sentences accurately from memory, dictated by the teacher, that include words and punctuation taught so far. • Can use some of the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined. • Can write so that letters are easy to read, all the same way up and the same size. Writing is spaced properly so that the letters don't overlap. • Can plan and improve writing by discussing examples from other writers and looking at their use of sentence structure use of words and grammar. • Can plan writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece. • Can re-draft work a number of times. • Can rewrite work, making improvements to vocabulary and sentence structure. • Can use paragraphs to organize writing so that blocks of text flow and ideas are grouped together. • Can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary. • Can adapt work depending on the audience. • Can organize non-narrative writing so that it has headings and sub-headings. • Can assess own and others' work and suggest improvements. • Can edit work by changing the grammar to improve the way it reads. • Can proof read writing for spelling and use of punctuation. • Can read own work to a group with confidence and make it sound interesting, controlling the tone and volume of my voice so that the meaning is clear. • Can explain the difference between the plural and possessive 's'. • Can use the correct form of the verb inflection (e.g. we were instead of we was). • Can make writing interesting by using adjectives and other descriptive methods. • Can use an adverb phrase at the start of a sentence (e.g. later that day, I heard the bad news). • Can use paragraphs to organise ideas around a theme. • Can use a mixture of pronouns and nouns to aid continuity and avoid words being repeated. • Can use inverted commas and other punctuation to indicate direct speech. • Can use apostrophes to mark plural possession (e.g. the girls' names). • Can use commas after adverbials at the beginning of a sentence (e.g. later that day, we heard the good news). • Understands and uses the terms: determiner; pronoun; possessive pronoun and adverbial. 	<p>A child working at the EXPECTED Level at the end of Year 6 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can spell word endings which sound like 'shus' spelt –cious or –tious (e.g. vicious, delicious, ambitious). • Can spell word endings which sound like 'shil' spelt 'cial or 'tial (e.g. official, partial). • Can spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency (e.g. transparent, transparency). • Can spell words ending in –able and –ible also –ably and –ibly (e.g. adorable, possibly). • Can spell words containing the letter string 'ough' (e.g. bought, rough, through). • Can spell some words with 'silent' letter (e.g. knight, psalm, solemn). • Can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not join specific letters. • Can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited to the task. • Can plan writing by identifying the audience for and purpose of the writing, using other similar writing as models. • Can plan writing by noting down and developing initial ideas, drawing on reading and other writing where necessary. • Can plan writing of narratives by considering how authors have developed characters and settings in what has been read / heard / seen in stories /plays / films. • Can draft and write by selecting the correct grammar and use capital letters / full stops, question marks, exclamation marks, commas, speech marks, brackets and hyphens correctly. • Can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality and mood. • Can draft and write by summarizing longer passages. • Can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. • Can draft and write by linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Can set out work correctly and use headings, bullet points, underlining depending on the purpose of the writing. • Can give feedback on and improve own and others' writing. • Can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. • Can mark and edit work to have the correct tense throughout. • Can mark and edit work to have the correct subject and verb agreement. • Can read work looking for spelling errors and correct them using a dictionary. • Can proof read for punctuation errors including the use of brackets and other devices such as commas, hyphens used for the same purpose. • Can perform own work to a group with some confidence, changing the tone and volume of voice to make the meaning clear. • Can change nouns or adjectives into verbs by adding suffixes such as –ate, -ise, -ify. • Understand verb prefixes (e.g. dis-, de-, mis-, over- and re-). • Add information to sentences using relative clauses starting with who, which, where, when, whose, that or by missing out the pronoun. • Can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Can use brackets and dashes or commas for the same purpose. • Can use commas to make writing clear to the reader. • Understands and uses the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 			

CWPS Writing Curriculum (NC 2014)

	Year 5 Secure (5s)	Year 6 Secure (6s)	Year 6 Exceeding (6s+)
<p>Approximate order of skills:</p> <p>SPELLING</p> <p>HANDWRITING</p> <p>COMPOSITION</p> <p>VOCABULARY</p> <p>GRAMMAR AND PUNCTUATION</p> <p>Assessment:</p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p>A child working at the EXPECTED Level at the end of Year 5 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can spell word endings which sound like 'shus' spelt -cious or -tious (e.g. vicious, delicious, ambitious). • Can spell word endings which sound like 'shil' spelt 'cial or 'tial (e.g. official, partial). • Can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency (e.g. transparent, transparency). • Can spell words ending in -able and -ible also -ably and -ibly (e.g. adorable, possibly). • Can spell words containing the letter string 'ough' (e.g. bought, rough, through). • Can spell some words with 'silent' letter (e.g. knight, psalm, solemn). • Can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Can use a thesaurus. • Can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not join specific letters. • Can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited to the task. • Can plan writing by identifying the audience for and purpose of the writing, using other similar writing as models. • Can plan writing by noting down and developing initial ideas, drawing on reading and other writing where necessary. • Can plan writing of narratives by considering how authors have developed characters and settings in what has been read / heard / seen in stories / plays / films. • Can draft and write by selecting the correct grammar and use capital letters / full stops, question marks, exclamation marks, commas, speech marks, brackets and hyphens correctly. • Can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality and mood. • Can draft and write by summarizing longer passages. • Can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. • Can draft and write by linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Can set out work correctly and use headings, bullet points, underlining depending on the purpose of the writing. • Can give feedback on and improve own and others' writing. • Can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. • Can mark and edit work to have the correct tense throughout. • Can mark and edit work to have the correct subject and verb agreement. • Can read work looking for spelling errors and correct them using a dictionary. • Can proof read for punctuation errors including the use of brackets and other devices such as commas, hyphens used for the same purpose. • Can perform own work to a group with some confidence, changing the tone and volume of voice to make the meaning clear. • Can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify. • Understand verb prefixes (e.g. dis-, de-, mis-, over- and re-). • Add information to sentences using relative clauses starting with who, which, where, when, whose, that or by missing out the pronoun. • Can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Can use brackets and dashes or commas for the same purpose. • Can use commas to make writing clear to the reader. • Understands and uses the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 	<p>A child working at the EXPECTED Level at the end of Year 6 will demonstrate the following:</p> <ul style="list-style-type: none"> • Can add suffixes beginning with vowel letters to words ending in -fer (e.g. referring, preferred). • Can use prefixes involving the use of a hyphen (e.g. co-ordinate, re-enter). • Can distinguish between words which sound the same but have different meanings and other words which are often confused (e.g. lose/loose). • Can use dictionaries to check spellings and meanings of words. • Can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • Can use a thesaurus with confidence. • Can write legibly, fluently and with increasing speed through choosing which shape of letter to use when given choices and deciding whether or not join specific letters. • Can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited to the task. • Can change writing to fit the audience and purpose; can choose the correct form and change the language and sentence length for the purpose. • Can plan writing by recording first thoughts and building on those ideas using reading / research as necessary. • Can plan a detailed character and setting to have an effect on the reader using ideas from reading / plays or films. • Can use grammar and vocabulary which is suited to the purpose of the writing. • Can write pieces describing settings, characters and atmosphere and include speech that helps picture the characters personality or mood as well as moving the action forward. • Can draft and write by accurately précis longer passages. • Can use different techniques to make writing flow and link paragraphs. • Can set out work using headings, sub-headings, columns, tables or bullet points to structure the text and guide the reader. • Can give reasoned feedback on own and others' work to improve it. • Can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • Can mark and edit work to have the correct tense throughout and to have the correct subject and verb agreement. • Can read work looking for spelling errors and correct them using a dictionary. • Can proof read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • Can confidently perform own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. • Can change the vocabulary to suit the purpose such as using formal or informal language. • Understand how words are related by meaning as synonyms and antonyms. • Can use the passive to affect the presentation of information in a sentence. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis. • Can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text. • Can use semi-colon, colon and dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up). • Can use the colon to introduce a list and use semi-colons within lists. • Can use bullet points to list information. • Can use hyphens for clarity (e.g. man eating shark or man-eating shark). • Understands and uses the terms: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points. 	<p>A child working at the EXCEEDING Level at the end of Year 6 will be <u>beginning or working within some</u> of the following:</p> <ul style="list-style-type: none"> • Can write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> ○ Well-structured formal expository and narrative essays. ○ Scripts, poetry and other imaginative writing. ○ Notes and polished scripts for talks and presentations. ○ A range of other narrative and non-narrative texts, including arguments and personal and formal letters. • Can write accurately, fluently, effectively at length for pleasure and information through: <ul style="list-style-type: none"> ○ Summarizing and organizing material, and supporting ideas and arguments with any necessary factual detail. ○ Drawing on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of the writing. • Can plan, draft, edit and proof read writing: <ul style="list-style-type: none"> ○ Considering how it reflects the audiences and purposes for which it was intended. ○ Amending the vocabulary, grammar and structure to improve its coherence and overall effectiveness. ○ Paying attention to accurate grammar, punctuation and spelling. • Can consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ○ Extending and applying the grammatical knowledge set out in English Appendix 2 (KS2 PoS) to analyse more challenging texts. ○ Drawing on new vocabulary and grammatical constructions from reading and listening, and using these consciously in writing and speech to achieve particular effects. ○ Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. ○ Using Standard English confidently in writing and speech. ○ Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.