

# Writing - Year 3

The NC AIMS are that all children should:

## Spelling - see English appendix 1

- use further prefixes and suffixes and understand how to add them English appendix 1
  - spell further homophones
  - spell words that are often misspelt - see English appendix 1
- place the positive apostrophe accurately in words with regular plurals (for example, the girls', boys') and in words with irregular plurals (for example, children's)
  - use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## Handwriting

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

## Composition

plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
discussing and recording ideas

- draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a carried and rich vocabulary and an increasing range of sentence structures English appendix 2

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices (for example, headings and subheadings)

- evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

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

- proofread for spelling and punctuation errors

- 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

### Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 in (English appendix 2) 2)

[/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix2\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix2_Vocabulary_grammar_and_punctuation.pdf))

- indicate grammatical and other features by:

using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

### The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Phonic & whole word spelling	Other word building spelling	Transcription	Handwriting	Contexts for writing	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
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#### Phonic and whole word spelling

- spell further homophones
- spell words that are often misspelt (Appendix 1)

#### Other word building spelling

- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
  - use the first 2 or 3 letters of a word to check its spelling in a dictionary

#### Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- increase the legibility, consistency and quality of their handwriting

#### Contexts for writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

#### Planning writing

- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

#### Drafting writing

- organising paragraphs around a theme
  - in narratives, creating settings, character and plot
  - in non-narrative material, using simple organisational devices (headings and subheadings)

#### Editing writing

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proofread for spelling and punctuation errors

#### Performing writing

- 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

#### Vocabulary

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause (and place)

#### Grammar

- using the present perfect form of verbs in contrast to the past tense
  - form nouns using prefixes (super-, anti-)
    - use the correct form of 'a' or 'an'
- word families based on common words (solve, solution, dissolve, insoluble)

#### Punctuation

- using and punctuating direct speech (i.e. inverted commas)

#### Grammatical terminology

- adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

# Writing - Year 4

The NC AIMS are that all children should:

## **Spelling** - see English appendix 1

- use further prefixes and suffixes and understand how to add them English appendix 1
  - spell further homophones
  - spell words that are often misspelt - see English appendix 1
- place the positive apostrophe accurately in words with regular plurals (for example, the girls', boys') and in words with irregular plurals (for example, children's)
  - use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## **Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

## **Composition**

- plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
discussing and recording ideas

- draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a carried and rich vocabulary and an increasing range of sentence structures English appendix 2

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices (for example, headings and subheadings)

- evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

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

- proofread for spelling and punctuation errors

- 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

### Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
    - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
    - using the present perfect form of verbs in contrast to the past tense
    - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
    - using conjunctions, adverbs and prepositions to express time and cause
    - using fronted adverbials
    - learning the grammar for years 3 and 4 in (English appendix 2)
- [/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix2\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix2_Vocabulary_grammar_and_punctuation.pdf)
- indicate grammatical and other features by:
    - using commas after fronted adverbials
    - indicating possession by using the possessive apostrophe with plural nouns
    - using and punctuating direct speech
- and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

### The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Phonic & whole word spelling	Other word building spelling	Transcription	Handwriting	Contexts for writing	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
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#### Phonic and whole word spelling

- spell further homophones
- spell words that are often misspelt (Appendix 1)

#### Other word building spelling

- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
  - use the first 2 or 3 letters of a word to check its spelling in a dictionary

#### Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left

unjoined

- increase the legibility, consistency and quality of their handwriting

### Contexts for writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

### Planning writing

- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

### Drafting writing

- organising paragraphs around a theme
  - in narratives, creating settings, character and plot
- in non-narrative material, using simple organisational devices (headings and subheadings)

### Editing writing

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proofread for spelling and punctuation errors

### Performing writing

- 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

### Vocabulary

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

### Grammar

- using fronted adverbials
  - difference between plural and possessive -s
  - Standard English verb inflections (I did vs I done)
  - extended noun phrases, including with prepositions
- appropriate choice of pronoun or noun to create cohesion

### Punctuation

- using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech (including punctuation within and surrounding inverted commas)

### Grammatical terminology

## Writing - Year 5

The NC AIMS are that all children should:

### **Spelling** - see English appendix 1

- use further prefixes and suffixes and understand the guidance for adding them
  - spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand spelling of some words needs to be learnt specifically, as listed in English appendix 1
  - use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus

### **Composition**

- plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, character 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 text and to guide the reader (for example, headings, bullet points, underlining)

- evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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

- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

**Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
  - learning the grammar for years 5 and 6 English appendix 2
    - indicate grammatical and other features by:
      - using commas to clarify meaning or avoid ambiguity in writing
      - using hyphens to avoid ambiguity
      - using brackets, dashes or commas to indicate parenthesis
      - using semicolons, colons and dashes to mark boundaries between independent clauses
      - using a colon to introduce a list
      - punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

**The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:**

Phonic & whole word spelling	Other word building spelling	Handwriting	Contexts for writing	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
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**Phonic and whole word spelling**

- spell some words with 'silent' letters
  - continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

**Other word building spelling**



- use further prefixes and suffixes and understand the guidance for adding them
  - use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

#### Handwriting

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

#### Contexts for writing

- 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, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed

#### Planning writing

- noting and developing initial ideas, drawing on reading and research where necessary

#### Drafting writing

- 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
  - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

#### Editing writing

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning
  - 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
  - proofread for spelling and punctuation errors

#### Performing writing

- perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear

#### Vocabulary

- use a thesaurus
- using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility

#### Grammar

- using the perfect form of verbs to mark relationships of time and cause
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

- converting nouns or adjectives into verbs
  - verb prefixes
- devices to build cohesion, including adverbials of time, place and number.

#### Punctuation

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis

#### Grammatical terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

## Writing - Year 6

The NC AIMS are that all children should:

#### **Spelling** - see English appendix 1

- use further prefixes and suffixes and understand the guidance for adding them
  - spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand spelling of some words needs to be learnt specifically, as listed in English appendix 1
  - use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus

#### **Composition**

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, character 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 text and to guide the reader (for example, headings, bullet points, underlining)

- evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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

- proofread for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

### Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

learning the grammar for years 5 and 6 English appendix 2

- indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semicolons, colons and dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

### The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Phonic & whole word spelling	Other word building spelling	Handwriting	Contexts for writing	Planning writing	Drafting writing	Editing writing	Performing writing	Vocabulary	Grammar	Punctuation	Grammatical terminology
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#### Phonic and whole word spelling

- spell some words with 'silent' letters

- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

#### Other word building spelling

- use further prefixes and suffixes and understand the guidance for adding them
  - use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

#### Handwriting

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

#### Contexts for writing

- 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, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed

#### Planning writing

- noting and developing initial ideas, drawing on reading and research where necessary

#### Drafting writing

- 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
  - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader

#### Editing writing

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - 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
  - proofread for spelling and punctuation errors

#### Performing writing

- perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear

#### Vocabulary

- use a thesaurus
- using expanded noun phrases to convey complicated information concisely

- using modal verbs or adverbs to indicate degrees of possibility

#### *Grammar*

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
    - differences in informal and formal language
      - synonyms and antonyms
  - further cohesive devices such as grammatical connections and adverbials
    - use of ellipsis

#### *Punctuation*

- using hyphens to avoid ambiguity
- using semicolons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list punctuating bullet points consistently

#### *Grammatical terminology*

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points