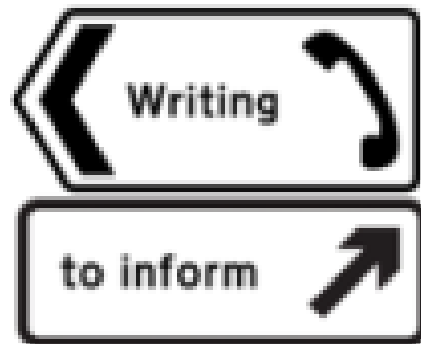


Glenmere Writing For Purpose

Writing Overview



EYFS			
	Autumn	Spring	Summer
Text	Show a preference for a dominant hand and hold pencil with a static tripod Begin to write simple captions	Write captions Write simple lists and basic labels	Write more than one sentence that follows on from the previous one Begin to use key features of a narrative
Sentence	Understand that writing goes from left to write Ascribe meaning to marks Use some clearly identifiable letters to communicate meaning, representing some words correctly and in sequence	Begin to write some simple sentences Use the conjunction 'and' Use simple determiners	Write simple sentences which can be read by themselves and others Start sentences with a capital letter and end with a full stop Use simple determiners Use the conjunctions 'and' and 'but' Use simple adjectives
Word	Write their own name Write the initial sounds of many words	Correct formation of most letters, including ascenders and descenders Write CVC words using sounds learnt Write some common irregular words	Use increasingly confident phonetic knowledge to write words that match spoken sounds Spell phonetically regular words with more than one syllable Introduce simple prepositions
Punctuation	Letters Words Finger space	Introduce capital letters Introduce full stops	Introduce question marks

Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
KS1	Stories, including retellings Descriptions Poetry In-character/role	Time sequenced Begin to differentiate between past and present tense to suit purpose	Use coordinating conjunctions to link two main ideas Use noun phrases which add detail to description Use the progressive form for verbs Use exclamation sentences	First, then, next, after, later, the next day	And, but, so, or, when	Use finger spaces between words Use capital letters and full stops to mark sentences Use capital letter for first person 'I' Use apostrophes to mark contractions Use exclamation marks, particularly in relation to speech Begin to use inverted commas to mark direct speech where appropriate



Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
KS1	Recount Letter Instructions	Appropriate use of past and present tense	Use coordinating conjunctions to link two main ideas, Badgers sleep in the day and look for food at night. Use subordinating conjunctions in the middle of sentences, Badgers can dig well because they have sharp claws Use noun phrases which inform, sharp claws, black fur Use commas to separate items in a list, You will need flour, eggs, sugar and water. Use exclamation sentences where appropriate, What a fantastic time we all had!	First Firstly Next After Later	and but so or when if because	Use finger spaces between words Use capital letters & full stops to mark sentences Use question mark, Did you know...? Use apostrophes to mark possession, A badger's home is underground



Year 1						
	AU1	AU2	SP1	SP2	SU1	SU2
	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
Text	Open a simple narrative about time of day or weather Sequence sentences to form a short narrative	Open a simple narrative about time of day or weather Sequence sentences to form a short narrative	With non-fiction, use a heading and bullet points Label diagrams	Open a simple narrative around the character or setting	With non-fiction sequence simple events in a chronological order	Write a simple narrative with a beginning, middle and end Make simple improvements to writing
Sentence	Use adjectives to describe nouns and to embellish simple sentences Create compound sentences using coordination conjunctions - use conjunctions 'and' and 'because'	Use adjectives to describe nouns Use conjunctions 'and' and 'because'	Know the difference between a question and an exclamation Use the conjunctions 'and', 'but', 'because' and 'so'	Use the conjunctions 'and', 'but', 'because' and 'so'	Use further conjunctions Know the different between a question, statement and exclamation Open sentences with simple adverbs	Use further conjunctions Open sentences with simple adverbs
Word	Use a wider range of propositions	Use a wider range of propositions	Use regular plural noun suffixes	Use alliteration Use regular prefixes to change the meaning of adjectives and verbs	Use suffixes that can be added to root words	Use similes using like
Punctuation	Use capital letters of people, places and the personal pronoun 'I' Use full stops	Use capital letters of people, places and the personal pronoun 'I' Use full stops	Exclamation marks	Exclamation marks		Speech bubbles

Year 2						
	AU1	AU2	SP1	SP2	SU1	SU2
	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
Text	<p>Write a simple narrative with beginning, middle and end</p> <p>Open a simple narrative around the character or setting (or time of day/weather)</p> <p>Make simple improvements to writing</p>	<p>Write a simple narrative with beginning, middle and end</p> <p>Open a simple narrative around the character or setting (or time of day/weather)</p> <p>Make simple improvements to writing</p>	<p>Use headings and subheadings in non-fiction</p> <p>Group related ideas into sections</p> <p>Make some considered improvements in their writing</p>	<p>Write an ending to a story with a short paragraph</p>	<p>Use past or present tense consistently throughout a piece of writing</p>	<p>Use past or present tense consistently throughout a piece of writing</p>
Sentence	<p>Open sentence using adverbs</p> <p>Embellish simple sentence using adjectives and adverbs</p>	<p>Open sentence using adverbs</p> <p>Secure use of compound sentences using coordinating conjunctions</p>	<p>Know the difference between a command, statement, questions and exclamations</p> <p>Vary sentence openers within a piece of writing</p> <p>Use expanded noun phrases</p>	<p>Vary sentence openers within a piece of writing</p> <p>Begin to select adjectives for greater effect</p> <p>Use expanded noun phrases</p>	<p>Use a range of coordinating and subordinating conjunctions (BABS but, and, because, so WIT when, if, that)</p>	<p>Use a range of coordinating and subordinating conjunctions (BABS but, and, because, so WIT when, if, that)</p> <p>Use long and short sentences</p>
Word	<p>Use two adjective to describe a noun</p> <p>Use similes using as or like</p>	<p>Use two adjective to describe a noun</p> <p>Use similes using as or like</p>	<p>Understand and use imperative verbs</p> <p>Use simple simple generalisers – most, some, many</p>	<p>For nouns using the suffix ness or er</p> <p>Use expanded noun phrases</p> <p>Use ly to turn adjectives into adverbs</p>	<p>Form adjectives using ful and less</p> <p>Know the difference between common homophones</p>	<p>Form adjectives using ful and less</p> <p>Know the difference between common homophones</p>
Punctuation	<p>Correctly use capital letters, full stops, question and exclamation marks</p> <p>Use apostrophes for contractions</p>	<p>Correctly use capital letters, full stops, question and exclamation marks</p> <p>Use apostrophes for contractions</p>	<p>Use commas for lists</p>	<p>Begin to use commas after an ly opener</p>	<p>Use apostrophes for singular possession</p>	<p>Use apostrophes for singular possession</p> <p>Begin to use inverted commas when a character speaks</p>

Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
LKS2	Stories Descriptions Poetry Characters/settings	Detailed descriptions Use paragraphs to organise in time sequence	Use fronted adverbials to show how/when an event occurs Use expanded noun phrases to add detail and description Use subordinate clauses to add detail or context Use nouns and pronouns for clarity and cohesion	Soon Meanwhile As... The next day... Later... Carefully Without a thought...	if when because while as until whenever once	Use full punctuation for direct speech, including punctuation within and before inverted commas, Mum asked, "Will you be home for tea?" Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate clauses May begin to use dashes for emphasis



Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
LKS2	Explanation Recount Letter Biography Newspaper article	Paragraphs used to group related ideas Subheadings to label content	Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren't all bad. Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene. Use commas to separate adjectives in a list, You will need flour, eggs, sugar and water. Use relative clauses to add further detail We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament. Begin to use present perfect tense to place events in time, This week we have visited the Science Museum.	First Firstly Before After Later Soon Also In addition However	when before after while because if	Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials After lunch, we went into the museum Use commas to mark subordinate clauses When he was a boy, Dahl did not like reading. Use inverted commas for direct speech Use bullet points to list items



Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
LKS2	Advertising Letter Speech Poster	Use of second person Planned repetition Facts and statistics Adjectives for positive descriptions	Use imperative verbs to convey urgency, Buy it today! Listen very carefully... Use rhetorical questions to engage the reader, Do you want to have an amazing day out? Use noun phrases to add detail and description, Our fantastic resort has amazing facilities for everyone Use relative clauses to provide additional enticement Our hotel, which has 3 swimming pools, overlooks a beautiful beach	Firstly Also In addition However On the other hand Therefore In conclusion	if because unless so and but even if when	Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses Use commas to make fronted adverbials and subordinate clauses



Year 3						
	AU1	AU2	SP1	SP2	SU1	SU2
Writing to...	Writing to inform	Writing to entertain	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Text	<p>Introduce paragraphs as a way to group related material</p> <p>Consistent verb tense throughout a piece of writing</p>	<p>In narratives, create settings, characters and plot</p> <p>Plan openings around characters, setting, time of day or type of weather</p>	<p>Use simple organisational devices</p>	<p>Create clear structure within the narrative, including building up to the problem/dilemma</p>	<p>Use present perfect form of verbs</p>	<p>Clear introduction, build-up, dilemma, resolution and ending which links back to the start</p>
Sentence	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Extend range of sentences using a wider range of conjunctions</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Extend range of sentences using a wider range of conjunctions</p>	<p>Develop the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although</p> <p>Use pattern of 3 for persuasion</p>	<p>Use adverb starters or prepositional starters to add detail</p>	<p>Understanding the difference between a phrase and a clause</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion</p> <p>Use topic sentences to introduce non-fiction paragraphs</p>	<p>Use sentence of 3 for description</p>
Word	<p>Use capital letters for proper nouns</p>	<p>Use more effective similes using 'as' or 'like'</p> <p>Use capital letters for proper nouns</p>	<p>Use powerful verb choices</p> <p>Use boastful language</p> <p>Use possessive pronouns</p>	<p>Use powerful verb choices</p> <p>Follow dialogue with powerful speech verbs</p> <p>Identifying all basic word classes of a simple sentence</p>	<p>Use more specific/technical vocabulary to add detail</p>	<p>Embellish simple sentences by adding adverbs at the start of sentences, adverbial phrases and prepositional phrases</p>
Punctuation		<p>Apostrophes to mark where letters are missing and to mark singular possession</p> <p>Use commas after</p>	<p>Use of rhetorical questions</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb</p> <p>Introduce inverted commas to punctuate direct speech</p>	<p>Introduce a colon for instructions</p> <p>Use bullet points for simple lists</p>	<p>Secure use of inverted commas for direct speech</p>


Year 4						
	AU1	AU2	SP1	SP2	SU1	SU2
Writing to...	Writing to inform	Writing to entertain	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Text	In non-fiction, use paragraphs to organise ideas around a theme	Plan openings around characters, settings, description or action In narratives, use paragraphs to organise each part of the story to indicate a change in place or jump in time	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		Make increasingly accurate changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
Sentence	Extend the range of sentences using a wider range of conjunction or subordination and coordination	Use 'ed' and 'ing' clauses as starters Use similes to compare one thing with another and begin to use metaphors and personification	Use repetition to persuade	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases When writing dialogue use verb + adverb pairing – she whispered shyly	Begin to know the difference between direct speech and reported speech	Drop in 'ing clauses' Begin to develop lines of narrative when writing dialogue, using WAVE – whilst, as, ing verb, emotion
Word	Use proper nouns to refer to a particular person or thing. Develop confidence in identifying all word classes of a sentence		Use noun phrases to add detail and description Use imperative verbs to convey urgency	Develop confidence in using of figurative devices	Introduce some modal verbs	
Punctuation	Use commas to mark clauses and to mark off fronted adverbials	Full punctuation for directed speech Use commas to mark clauses and to mark off fronted adverbials	Use apostrophes to mark singular and plural possession and irregular contracted forms Use rhetorical questions to engage the reader.			


Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
UKS2	Narrative Descriptions Poetry Characters/settings	Detailed descriptions Use paragraphs to organise in time sequence	Use subordinate clauses to add detail or context, including in varied positions Use relative clauses to add detail or context Use a wide range of sentence structures to add interest	Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers	if when because while as until whenever once since although unless rather	Use brackets for incidentals, Amy saw Katie (her best friend) standing outside. Use dashes to emphasise additional information, The girl was distraught - she cried for hours. Use colons to add further detail in a new clause, The girl was distraught: she cried for hours. Use semi-colons to join related clauses, Some think this is awful; others disagree



Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
UKS2	Report Recount Biography Newspaper article Essay	Paragraphs used to group related ideas Heading/sub headings Use of technical vocabulary	Use subordinating conjunctions in varied positions, The Polar Bear, although it is large, can move at great speed. Use expanded noun phrases to inform, ...a tall dark-haired man with a bright-red cap... Use relative clauses to add further detail We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament. Begin to use passive voice to remain formal or detached, The money was stolen from the main branch. Begin to use colons to link related clauses, England was a good country to invade: it had plenty of useful land.	Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	when before after while because if although as	Use brackets or dashes to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons & semi-colons to mark clauses



Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
UKS2 	Advertising Letter Speech Campaign	Use of second person Personal pronouns Planned repetition Fact and statistics Hyperbole	Use imperative and modal verbs to convey urgency, Buy it today! This product will transform your life.. Use adverbials to convey sense of certainty,, Surely we can all agree...? Use short sentences for emphasis This has to stop! Vote for change! Use of the subjunctive form for formal structure	Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion	if because although unless since even if rather whereas in order to whenever whether	Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis This is our chance—our only chance—to make a difference. Use semi-colons for structure repetition,

Key Stage	Text types	Text features	Grammar	Adverbials	Conjunctions	Punctuation
UKS2 	Balance argument Newspaper article Review	Appropriate use of cohesive devices Use of subjunctive form where needed	Use modal verbs to convey degrees of probability, It could be argued... Some might say... Use relative clauses to provide supporting detail The rainforest, which covers almost a third of South America... Use adverbials to provide cohesion across the text, Despite its flaws... On the other hand... Use expanded noun phrases to describe in detail - The dramatic performance by the amateur group was... Begin to use passive voice to maintain impersonal tone, The film was made using CGI graphics	Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion	if because although unless since even if rather whereas in order to whenever whether	Use brackets or dashes for parenthesis, including for emphasis This performance—the first by such a young gymnast—was a masterpiece! Use semi-colons for to mark related clauses, Some argue ... ; others say... Use commas to mark relative clauses Use colons and semi-colons to punctuate complex lists

Year 5						
	AU1	AU2	SP1	SP2	SU1	SU2
	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to discuss
Text	Use a wider range of devices to build cohesion within a paragraph	Develop confidence in using paragraphs by changing place, time and action	Linking ideas across paragraphs using adverbials of time, place and number or tense choices Ensure the consistent and correct use of verb tense throughout a piece of writing, ensuring the correct subject and verb agreement when using singular and plural		In narratives, begin integrating dialogue to convey character and advance the action In narratives, thoughtfully describe settings and characters to reveal mood/atmosphere	
Sentence	Confidently use a range of conjunction or subordination and coordination Introduce relative clauses beginning with who, which, that, where, when	Confidently start sentences in a range of ways, including expanded -ed clauses Develop sentences, when writing dialogue using WAVE – whilst, as, ing verb, emotion	Develop use of compound and complex sentences using a full range of conjunctions and subordination Continue to develop use of relative clauses Use of rhetorical questions	Know the difference between direct speech and reported speech	Intersperse narrative between lines of dialogue using SATAS – speech, action, thought, action, speech Use drop in ‘ed’ clauses	Develop the use of sentence reshaping techniques for meaning and/or effect Use the present progressive and past progressive forms of verbs
Word	Indicate possibility using modal verbs or adverbs Make careful selection of specific nouns	Make careful selection of specific nouns	Develop use of technical language		Ensure greater confidence in using a range of figurative devices – metaphor, alliteration, personification, onomatopoeia, simile	
Punctuation	Use of punctuation for parenthesis	Consolidate the use of full punctuation for direct speech Use of punctuation for parenthesis	Use commas to clarify meaning or avoid ambiguity	Use commas to clarify meaning or avoid ambiguity	Begin to use hyphenated words for description	Begin to use semi-colons to mark boundaries between independent clauses

Year 6						
	AU1	AU2	SP1	SP2	SU1	SU2
Writing to...	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to discuss
Text	Choosing appropriate layout devices	Linking ideas across paragraphs using a wider range of cohesive devices – for example, repetition of a word or phrase, grammatical connections and ellipsis	In non-fiction, use a variety of text layouts appropriate to purpose	In non-fiction, use a variety of text layouts appropriate to purpose	In narratives, secure the effective description of setting and characters to reveal appropriate mood/atmosphere Effectively integrate dialogue to convey character and advance the action Include suspense, cliff hangers, flashbacks/forwards, time slips	In non-fiction, use a variety of text layouts appropriate to purpose
Sentence	Use a range of simple, compound and complex sentences for effect – using a full range of conjunctions for coordination and subordination	Intersperse narrative between lines of dialogue using and adapting SATAS – speech, action, thought, action, speech Extend lines of narrative in dialogue	Use active and passive voice to create effect	Use active and passive voice to create effect Know the different between structure of typical informal speech structures appropriate for formal speech and writing		Know the different between structure of typical informal speech structures appropriate for formal speech and writing

Word	<p>Confidently use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p> <p>Fully understand a range of synonyms and antonyms</p>	<p>Confidently use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Be clear of the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Use full range of literary/figurative devices for effect – RAMSHOP – Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, personification</p>	<p>Understand abstract nouns</p> <p>Realise that when you find a synonym the word may mean something slightly different</p>
Punctuation	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list and use of semi-colons within lists</p>		<p>Understand how hyphens can be used to avoid ambiguity</p>	<p>Use the full range of punctuation for effect</p>	

Michael Tidd

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