

# Being a Writer Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar Word</b>	-Spell words by identifying the sounds and then writing the sound with letters (Writing)	-Use plural noun suffixes - s and -es -Add suffixes to verbs where no change is needed to the root -Change the meaning of verbs and adjectives by adding prefix un-	-Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] -Form adjectives using suffixes such as -ful, -less -Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs	-Form nouns with a range of prefixes [for example super-, anti-, auto-] -Use a or an according to whether the next word begins with a vowel or consonant	-Recognise the grammatical difference between plural and possessive -s -Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	-Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] -Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
<b>Grammar Sentence</b>  <b>Cohesion: Detail</b>	-Use new vocabulary in different contexts (Communication and language) -Describe events in some detail (Communication and language)		-Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		-Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
<b>Grammar Sentence</b>  <b>Cohesion: Varying sentence types</b>	-Connect one idea or action to another using a range of connectives (Communication and language)	-Combine words to make sentences Leave spaces between words -Join words and clauses using 'and' -Sequence sentences to form short narratives	-Use subordination (using when, if, that, because) and co-ordination (using or, and, but) -Write sentences with different forms: Statement, question, exclamation or command	-Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
<b>Grammar Sentence</b>  <b>Cohesion: Paragraph</b>				-Group related ideas into paragraphs -Use headings and sub-headings to aid presentation	-Use paragraphs to organise ideas around a theme	-Organise paragraphs around a theme with a focus on more complex narrative structures	-Use layout devices

<b>Grammar</b>  <b>Cohesion:</b> Within Paragraphs				-Expressing time, place and cause using conjunctions, adverbs and prepositions	-Use Fronted adverbials [for example, later that day, I heard the bad news.] -Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	-Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
<b>Grammar</b>  <b>Cohesion:</b> Between Paragraphs				-Expressing time, place and cause using conjunctions, adverbs and prepositions	-Use Fronted adverbials [for example, later that day, I heard the bad news.]	-Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	-Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
<b>Grammar</b>  <b>Cohesion:</b> Tenses	-Develop their communication of irregular tenses and plurals (Communication and language)		-Use present and past tenses correctly and consistently -Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	-Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		-Link ideas using tense choices -Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility -Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken]	-Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. -Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech

<div>Grammar</div> <div>Punctuation</div>	<div>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (Writing)</div>	<div>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</div> <div>-Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</div>	<div>-Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</div> <div>-Use commas to separate items in a list</div> <div>-Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</div>	<div>-Use inverted commas to punctuate direct speech</div>	<div>-Use commas after fronted adverbials</div> <div>-Indicate apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</div> <div>-Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</div>	<div>-Use commas to clarify meaning or avoid ambiguity</div> <div>-Use brackets, dashes or commas to indicate parenthesis</div>	<div>-Use the semicolon, colon and dash to mark the boundary between independent clauses [for example, it’s raining; I’m fed up]</div> <div>-Use the colon to introduce a list and use semi-colons within lists</div> <div>-Punctuate bullet points consistently</div> <div>-Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</div>
<div>Writing</div> <div>Composition</div>	<div>-Re-read what they have written to check that it makes sense (Writing)</div> <div>-Form lower-case and capital letters Correctly (Writing)</div> <div>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Communication and language)</div> <div>-Articulate their ideas and thoughts in well-formed sentences (Communication and language)</div>	<div>Write sentences:</div> <div>-Say out loud what is going to be written about</div> <div>-Compose a sentence orally before writing it</div> <div>-Sequence sentences to form short narratives</div> <div>-Re-read and check sense</div> <div>-Discuss what has been written with the teacher or other pupils</div> <div>-Read writing aloud clearly enough to be heard by peers and the teacher</div>	<div>Develop positive attitudes towards and stamina for writing:</div> <div>-Write narratives about personal experiences and those of others (real and fictional)</div> <div>-Write about real events</div> <div>-Write poetry</div> <div>-Write for different purposes</div> <div>-Plan or say out loud what is going to be written about</div> <div>-Write down ideas, key words, new vocabulary</div> <div>-Encapsulate what is to be written, sentence by sentence</div> <div>-Make simple additions, revisions and corrections:</div> <div>-Evaluate writing with the teacher and other pupils</div> <div>-Re-read to check sense</div> <div>-Proof-read to check for errors in spelling, grammar and punctuation</div> <div>-Read aloud with intonation</div>	<div>Plan writing:</div> <div>-Plan writing by discussing the structure, vocab and grammar of similar writing</div> <div>-Discuss and record ideas</div> <div>Draft and write:</div> <div>-Compose and rehearse sentences orally</div> <div>-Build a varied and rich vocabulary</div> <div>-Build an increasing range of sentence structures</div> <div>-In narratives, create settings, characters and plot</div> <div>-In non-narrative use simple organisational devices such as heading, sub-headings</div> <div>Evaluate and edit:</div> <div>-Assess the effectiveness of own and others’ writing</div> <div>-Propose changes to grammar and vocabulary to improve consistency</div> <div>-Proof-read for spelling and punctuation errors</div> <div>-Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</div>	<div>Plan writing:</div> <div>-Identify the audience for and purpose of writing</div> <div>-Note and develop initial ideas, drawing on reading and research</div> <div>Draft and write:</div> <div>-Enhance meaning through selecting appropriate grammar and vocabulary</div> <div>-Describe settings, characters and atmosphere</div> <div>-Integrate dialogue to convey character and advance the action</div> <div>-Précis longer passages</div> <div>-Use a wide range of devices to build cohesion</div> <div>-Use organisational and presentational devices</div> <div>Evaluate and edit:</div> <div>-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</div> <div>-Use consistent and correct tense</div> <div>-Subject and verb agreement when using singular and plurals</div> <div>-Distinguish between the language of speech and writing</div> <div>-Choose the appropriate register</div> <div>-Proof-read for spelling and punctuation errors</div>		