



Dovedale Primary School

Writing



EYFS Writing Early Learning Goals:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Dovedale Writing Targets

Working towards		Expected		Greater Depth		
Composition / Process						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gives meaning to marks as they draw, write and paint (40-60 months)		Make simple additions, revisions and proof-reading corrections to their own writing.	<u>Begin to improve</u> writing by evaluating and editing (improving punctuation, correcting spellings, improving grammar).	Proof-read their own writing for spelling and punctuation errors and propose changes to vocabulary, grammar, tense if required.	Improve writing by evaluating and editing own and others' writing,	
Writes own name and other things such as labels, captions			Improve <u>most</u> writing by evaluating and editing (improving			

(40-60 months)			punctuation, correcting spellings, improving grammar).			
Organisation and Purpose / Language for Effect						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attempts to write short sentences in meaningful contexts (40-60 months)	Sequence sentences to form a short narrative with limited support.	Write sentences that are sequences to form a short narrative (real or fictional).	Write simple coherent narratives.	In narrative writing, create settings, character and plot.	Write for a clear purpose.	Write for a range of purposes.
Begins to break the flow of speech into words (40-60 months)	Write simple coherent narratives where the key features of the text genre are present.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	Demonstrates awareness of purpose and reader, with attempts to interest the reader.	Use <u>some</u> expanded noun phrases to describe and specify.	Use some organisational devices for writing (paragraphs, bullet points and under sub-headings).	Use paragraphs to organise ideas.
Continues a rhyming string (40-60 months)	Write for different purposes.	Write about real events, recording these simply and clearly.	In narrative writing create settings, characters and plot.	Develop detail for settings, characters and plot.	In narratives, develop ideas drawing on their own reading to act as a guide to structure their work.	In narratives, describe settings and characters.
Hears and says the initial		Write effectively and coherently for different	Use simple organisational	Begin to extend paragraphs used	Write, taking into account the audience, for the	In non-narrative writing, use simple devices to structure the writing and support the

sound in words (40-60 months)		purposes, drawing on their reading to inform the vocabulary and grammar of their writing (e.g., use of dialogue, descriptive words and phrases, using expanded noun phrases, using adventurous vocabulary).	devices in non-narrative writing.	to organise ideas around a theme.	purpose of the writing and select the appropriate form, using other similar writing as models for their own.	reader (e.g. headings, sub-headings, bullet points).
			Use the 1st or 3rd person consistently in a piece of writing.	Use modifiers to expand noun phrases.	In narratives, consider how authors have developed characters and settings and use this as a basis for their own writing.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) - Decide whether a piece needs to be formal or informal by using standard or non-standard English - Use effective openings/introductions & endings/conclusions.
			Begin to organise paragraphs around a theme.	Clear purpose and content included to	Use <u>some</u> integration of dialogue between	In narratives, describe settings, characters and atmosphere

				engage and inform the reader.	character relevant to the narrative.	- Use similes to describe - Use metaphors to describe - Use personification to describe - Use other techniques such as onomatopoeia, hyperbole and alliteration
			Organise paragraphs around a theme.	Specific vocabulary choices and sentence structure support the reader in understanding the writing.	Begin to demonstrate use of simple devices to build cohesion within a paragraph with adverbials of time, place and number used to link ideas across paragraphs.	Integrate dialogue in narratives to convey character and advance the action - Use a balance of action, description and dialogue
			Use similes.		Use expanded noun phrases to convey complicated information concisely and using modal verbs or adverbs to indicate degrees of possibility.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
					Develop detail and extend this for settings,	Distinguish between the language of speech and

					characters and atmosphere drawing from what they have read.	writing and choose the appropriate register.
					Choose vocabulary for effect and to clarify meaning.	
					Use features from the chosen form independently and confidently in a range of text types.	
					Integrate dialogue to begin to create atmosphere and advance the action.	
					Establish viewpoint that is generally maintained and a conscious control over levels of formality (formal/informal tone).	

Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Demarcate <u>some</u> sentences with capital letters and full stops.	Demarcate <u>some</u> sentences with capital letters and full stops.	Demarcate sentences with capital letters and	Demarcate <u>most</u> sentences with capital letters, full stops,	Use capital letters, full stops, questions marks and apostrophes	Use capital letters, full stops, question marks, commas for lists and

			full stops <u>consistently</u> .	commas to separate items in a list and sometimes to separate a fronted adverbial, accurately.	(contraction and possession) mostly correctly.	apostrophes for contraction <u>mostly</u> correctly.
	Demarcate <u>some</u> sentences with capital letters and full stops.	Demarcate <u>most</u> sentences in their writing with capital letters and full stops.	Begin to use exclamation marks, question marks and commas to separate items in a list.	Use apostrophes for singular possession and where letters are missing mostly accurately.	Use capital letters, full stops, questions marks and apostrophes (contraction and possession) correctly.	Use the range of punctuation taught at key stage 2 <u>mostly</u> correctly (e.g. inverted commas and other punctuation to indicate direct speech) e.g Commas, question mark, exclamation mark, ellipsis, brackets, dashes, hyphens, semi colons, colons, apostrophes and speech marks.
	Begin most names, and the personal pronoun I, with a capital letter.	Use question marks correctly when required.	Use of inverted commas, with some accuracy, to punctuate direct speech.	Demarcate accurately <u>most</u> sentences, including the use of speech punctuation.	Write sentences demarcated with commas to clarify meaning and avoid ambiguity, used mostly correctly.	Use the range of punctuation taught at key stage 2 <u>correctly</u> (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
	Use the punctuation of full stops, question marks and	Use the punctuation taught at Key Stage 1 <u>mostly</u> correctly (capital	Use apostrophes for singular possession and to mark where	Use the punctuation taught at Year 4 mostly correctly (including speech	Use commas, brackets and hyphens for parentheses <u>mostly</u> correctly.	

	exclamation marks <u>mostly</u> correctly.	letters, full stops, questions marks, exclamation marks, commas to separate items in a list, apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns).	letters are missing mostly correctly	punctuation, apostrophes to mark plural possession, use of commas after fronted adverbials).		
			Use the punctuation taught at Year 3 <u>mostly</u> correctly (including inverted commas, commas to separate items in a list, apostrophes of omission, apostrophes to mark singular possession).		Use colons to introduce a list and semi-colons items in a list.	
Sentence Construction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to break the flow of speech into	Write sentences that resemble orally composed	Use co-ordination (e.g., or / and / but) and some	use the correct form of a and an.	Use <u>some</u> tense choices that are	Ensure correct subject and verb agreement when	Select vocabulary and grammatical structures that reflect what the writing

words (40-60 months)	sentences that are sequenced to form short narratives.	subordination (e.g., when / if / that / because) to join clauses.		appropriate and accurate.	using singular and plural, distinguishing between the language of speech and writing/choosing the appropriate register.	requires, doing this mostly appropriately - Use contractions in dialogue in narrative - Use the passive voice - Use modal verbs - Use subjunctive form
	Join words and clauses using and .		Express time, place and cause by: - using a range of conjunctions e.g. when, before, after, while, so, because - using adverbs e.g. then, next, soon, therefore - using prepositions e.g. before, after, during, in, because of.	Make <u>many</u> tense choices that are appropriate and accurate.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - Fronted/Time Adverbials - Subordinate Clauses/Conjunctions - Relative Clauses - Co-ordinating conjunctions - Pronouns
	Compose longer sentences using because .		Write a range of sentence types including complex sentence structure.	Use a range of sentence structures, including those with	Some <u>use</u> of parenthesis (e.g., brackets, dashes and commas).	Use verb tenses consistently and correctly throughout their writing.

				prepositional phrases, fronted adverbials and a wider range of conjunctions.		
			Sequence events using conjunctions and adverbs.	Vary pronouns and nouns across sentences to aid cohesion and avoid repetition.		Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
			Use the present perfect form of verbs instead of simple past e.g., he has gone out to play contrasted with he went out to play.	<u>Most</u> tense choices are appropriate and accurate.		

Spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can segment the sounds in simple words and blend them together (40-60 months)	Segment many <u>simple</u> spoken words into phonemes and write the graphemes corresponding to these phonemes (using RWI singular sounds)	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts	Make phonetically plausible attempts at words from the Year 3/4 list.	Spell <u>some</u> words from the Year 3/4-word list.	Spell <u>most</u> words from the Year 3/4 spelling list and <u>phonetically plausible attempts</u> at words from the Year 5/6 list.	Spell correctly most words from the Year 3 / Year 4 spelling list, and some words from the Year 5 / Year 6 spelling list.

	and special friends).	at others (using RWI learning).				
Links sounds to letters, naming and sounding the letters of the alphabet (40-60 months)	Spell some of the Year 1 common exception words.	Spell some common exception words.	Use the correct selection of homophones most of the time.	Spell <u>many</u> words from the Year 3/4-word list.	Select accurately of homophones and near-homophones.	Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
	Segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others (using RWI learning).	Segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically plausible attempts at others (using RWI learning),	Spell <u>many</u> words from the Year 3/4-word list.	Apply taught spelling rules e.g., adding prefixes and suffixes to words (in-, il-, ir-, sub-, -ation, -ous), word families, adding -es where a word ends in y, change the y to an i and add -es.	Spell, mostly accurately, words with silent letters or plausible alternatives.	
	Spell <u>many</u> of the <u>Year 1</u> common exception words.	Spell <u>many</u> common exception words.	Add prefixes to form nouns e.g. super-, anti-, auto-.	Spell <u>most</u> words from the Year 3/4-word list.	Spell <u>many</u> words from the Year 5/6-word list.	
	Use regular plural noun suffixes mostly correctly e.g. -s or -es.	Spell homophones.				
	Add some suffixes e.g. -ing, er and -ed where no change is	Add suffixes to spell most words correctly in their writing (e.g. -				

	needed to the root word.	ment, -ness, -ful, -less, -ly).				
	Spell most of the Year 1 common exception words.	Spell <u>most</u> common exception words.				

Handwriting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60 months)	Use finger spaces between <u>most</u> words.	Form lower-case letters in the correct direction, starting and finishing in the right place.	Develop a legible style with consistent letter formation, using the diagonal and horizontal strokes needed to join some letters.	Develop a legible style with consistent letter formation, <u>sometimes joined</u> .	Write legibly.	Write legibly.
Shows a preference for a dominant hand (40-60 months moving and handling)	Correctly form and orientate <u>some</u> lower-case letters and capital letters.	Form lower-case letters of the correct size relative to one another in some of their writing.	Develop a legible style with consistent letter formation, <u>sometimes joined</u> .	Use a legible joined handwriting style with <u>consistent</u> letter formation.	<u>Use legible joined</u> handwriting.	<u>Maintain legibility</u> in <u>joined</u> handwriting when writing at speed.
Begins to form recognisable letters (40-60 months moving and handling)	Correctly form <u>some</u> digits.	Use finger spaces between words.	Develop a legible style developing with <u>consistent</u> letter formation, <u>mostly joined</u> .			
Uses a pencil and holds it	Form correctly and orientate	Form capital letters and digits				

effectively to form recognisable letters, most of which are correctly formed (40-60 months moving and handling)	<u>most</u> lower-case and capital letters.	of the correct size, orientation and relationship to one another to lower-case letters.				
	Use finger spaces between <u>most</u> words.	Use finger spaces between words that reflects the size of the letters.				
	Form correctly and orientate <u>most</u> digits.	Use the diagonal and horizontal strokes needed to join some letters.				
	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.					