



1. To understand and use the writing process in order to plan what to write.	2. To write for a range of different purposes and audiences	3. To accurately and consistently use a wide range of punctuation within their writing.	4. To make conscious additions and edits to improve writing.	5. To discuss, explore and use a variety of vocabulary appropriately within different contexts.	6. To confidently express and explain relevant ideas and feelings articulately across a range of contexts	7. To maintain legibility in joined handwriting when writing at speed and spell most words accurately.
<ul style="list-style-type: none"> • Discusses and records ideas on writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar independently. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Plots a sequence of incidents modelled on a known story, as a plan for own writing independently • Plans and writes alternative sequels to stories read using different character and setting. 	<ul style="list-style-type: none"> • Knows and identifies the purpose of a wide range of text types. • Selects the relevant content of different text types independently. • Identifies intended audience independently. • Uses devices taught to interest the reader independently. • Describes settings and characters, using a wide range of descriptive devices in narratives. • Demonstrates conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) independently. • Writes more extended stories based on a plan of incidents, or an alternative ending for a known story. • Summarise the content of a text independently. • Uses a wide range of organisational devices within non – narrative material. 	<ul style="list-style-type: none"> • Punctuate direct speech independently (including punctuation within and surrounding inverted commas). • Uses commas after fronted adverbials independently. Indicates possession by using the possessive apostrophe with singular and plural nouns independently. • Uses the present perfect form of verbs in contrast to the past tense independently. 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and peers' writing and suggest improvements independently. • Make changes to grammar and vocabulary to improve consistency and quality of work independently. • Proof-reads work for spelling and punctuation errors independently. 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions as well as to join clauses independently. • Knows and uses a range of prepositions independently. • Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition independently. • Uses precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader independently. • Uses sentences which enhance meaning through specific vocabulary and language choices independently. • Develops ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis independently. • Chooses language used in dialogue effectively to convey characters thoughts and feelings independently. 	<ul style="list-style-type: none"> • Evaluate stories and justify their preferences by referring to significant aspects of the text independently (build up, atmosphere, language) • Identifies and discusses main and recurring characters, evaluates their behaviour and justify views independently. 	<ul style="list-style-type: none"> • Uses further knowledge of prefixes and suffixes and understands how to add them independently. • Spells taught homophones. • Spells words that are often misspelt. • Uses the first two or three letters of a word to check its spelling in a dictionary independently. • Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting..

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)