

Intent Statement for Writing

Writing has an important place in both education and society. It is an essential skill and the ability to write with confidence, creativity and accuracy is a tool which will support a child through life. At Silverhill, our aim is to ensure that every child within our school, regardless of background, leaves as a competent writer, with an understanding of the conventions of Standard English and when to use it effectively. This ability to write with confidence for a range of purposes and audiences ensures that children leave Silverhill fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life

A secure knowledge of spelling and grammar and an understanding of how to draft and edit writing is taught throughout the school in a systematic way, with objectives for each group progressively mapped out to ensure all pupils are given the acquired skills and knowledge necessary to be successful writers. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way. Children leave Silverhill having been immersed in a broad range of different genres, developing a deep understanding of the features and how to construct them effectively with clear purpose, both in the classroom and beyond education.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can spell common exception words.</p> <p>I can spell days of the week.</p> <p>I can name letters of the alphabet and name them in order.</p> <p>I can use the suffixes -s and -es.</p> <p>I can use the suffixes -ing, -ed, -er and -est where no change to the spelling is needed.</p> <p>I can use the prefix -un e.g. unkind.</p> <p>I can apply simple spelling rules from</p>	<p>I can segment spoken words into phonemes and represent these by graphemes.</p> <p>I can learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>I can spell common exception words.</p> <p>I can form nouns using suffixes such as -ness, -er and by compounding e.g. superman, whiteboard.</p> <p>I can form adjectives using suffixes such as -ful, -less.</p>	<p>I can use further prefixes and understand how to add them (un-, dis-, mis-, re-).</p> <p>I can use further suffixes and understand how to add them (-ly, -ous)</p> <p>I can spell common exception words.</p> <p>I can start to use a dictionary to check meanings of words and spellings.</p> <p>I can apply spelling rules from English Appendix 1.</p> <p>I can investigate word families based on common words e.g. solve, solution, dissolve.</p>	<p>I can use further prefixes and understand how to add them (sub-, inter-, super-, anti-, auto-, im-, ir, il-).</p> <p>I can use further suffixes and understand how to add them (-ation, -ly, -ous, 'shun' sound)</p> <p>I can spell common exception words.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can apply spelling rules from English Appendix 1.</p> <p>I can investigate word families based on common</p>	<p>I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).</p> <p>I can spell some words with silent letters e.g. knight, psalm, solemn.</p> <p>I can spell further homophones e.g. cereal/serial, practise/practice.</p> <p>I can apply spelling rules from English Appendix 1.</p> <p>I can learn common Year 5/6 words without specific patterns.</p> <p>I can use the first three or four</p>	<p>I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).</p> <p>I can spell some words with silent letters e.g. knight, psalm, solemn.</p> <p>I can spell further homophones e.g. cereal/serial, practise/practice.</p> <p>I can apply spelling rules from English Appendix 1.</p> <p>I can learn common Year 5/6 words without specific patterns.</p> <p>I can use the first three or four</p>

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		<p>English Appendix 1.</p> <p>I can write from memory simple sentences dictated by the teacher using words taught.</p>	<p>I can use the suffixes -er, -est in adjectives.</p> <p>I can use -ly to turn adjectives into adverbs.</p> <p>I can apply spelling rules from English Appendix 1.</p> <p>I can write from memory simple sentences dictated by the teacher using words taught.</p> <p>I can distinguish between homophones and near homophones.</p>	<p>I can use the correct article (a and an) before the next word.</p> <p>I can write from memory simple sentences dictated by the teacher using words taught.</p>	<p>words e.g. solve, solution, dissolve.</p> <p>I can use the correct article (a and an) before the next word. I can.</p> <p>I understand that determiners make reference to a noun e.g. his, this, my, your, the.</p> <p>I understand possessive pronouns e.g. mine, yours, hers, theirs.</p> <p>I can spell further homophones (e.g. bawl/ball, break/brake)</p> <p>I can use Standard English forms for verbs e.g. we were instead of we was, I did instead of I done.</p> <p>I can write from memory simple sentences dictated by the teacher using words taught.</p>	<p>letters of a word to check spelling.</p> <p>I can use dictionaries to check spelling and meaning of words.</p> <p>I can use a thesaurus.</p> <p>I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify.</p> <p>I can use verb prefixes e.g dis-, de-, mis-, over-, re-.</p>	<p>letters of a word to check spelling.</p> <p>I can use dictionaries to check spelling and meaning of words.</p> <p>I can use a thesaurus.</p> <p>I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify.</p> <p>I can use verb prefixes e.g dis-, de-, mis-, over-, re-.</p> <p>I know the difference between informal and formal speech/writing e.g. find out-discover, ask for-request, go in-enter.</p> <p>I know how words are related as synonyms and antonyms e.g. big/huge, cold/hot.</p>
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SILVERHILL PRIMARY SCHOOL WRITING OVERVIEW

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being a Writer	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately and then recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can write sequences of sentences to form short narratives.</p> <p>I can re-read my writing to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can read my writing aloud clearly enough to be heard by other children and the teacher.</p>	<p>I can plan and say out loud what I am going to write about.</p> <p>I can write down ideas, notes and key vocabulary before beginning writing.</p> <p>I can show positive attitudes towards and stamina for writing by writing about different genres: personal experiences and those of others (real or fictional), real events and poetry.</p> <p>I can write for different purposes.</p> <p>I can add detail to interest the reader.</p> <p>I can make simple additions and corrections to my writing by reviewing it with the teacher or peers. (e.g proof reading/correct verb tenses/errors in SPaG).</p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I can plan my writing using structures from similar writing e.g. sub-headings.</p> <p>I can compose and rehearse sentences orally.</p> <p>I am beginning to use paragraphs to group related material.</p> <p>I am beginning to develop settings in narratives.</p> <p>I am beginning to develop characters in narratives.</p> <p>I am beginning to develop plots in narratives.</p> <p>I can use headings and sub-headings to organise my writing.</p> <p>I can evaluate and edit my writing, assessing the effectiveness of it.</p> <p>I can suggest ways to improve my writing e.g. grammar and vocabulary.</p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I can plan my writing using structures from similar writing e.g. sub-headings.</p> <p>I can compose and rehearse sentences orally to build a rich vocabulary and a range of sentence structures.</p> <p>I can draft and write by organising paragraphs around a theme.</p> <p>I can develop characters, settings and plot in narratives.</p> <p>I can write for a range of purposes.</p> <p>I can use organisational features in non-fiction writing e.g. sub-headings, bullet points.</p> <p>I can assess the effectiveness of</p>	<p>I can plan my writing by identifying the audience and purpose of the writing.</p> <p>I can choose the appropriate form of writing and use its features.</p> <p>I can note and develop initial ideas, drawing on reading and research.</p> <p>I can plan, draft, write and edit my writing to ensure that it is improved.</p> <p>I can use organisation and presentational devices to structure the text and guide the reader e.g. headings, bullet points, underlining.</p> <p>I can write paragraphs that make sense if read alone.</p> <p>I can write cohesively and at</p>	<p>I can plan my writing by identifying the audience and purpose of the writing.</p> <p>I can choose the appropriate form of writing and use its features.</p> <p>I can note and develop initial ideas, drawing on reading and research.</p> <p>I can plan, draft, write and edit my writing to ensure that it is improved.</p> <p>I can develop a view point and sustain in through my writing.</p> <p>I can use appropriate layout devices across a broad genre of texts.</p> <p>I can write paragraphs that make sense if read alone.</p> <p>I can use devices to build cohesion within and across</p>

				<p>I can re-read my writing to check for spelling and punctuation errors.</p> <p>I can read aloud my writing with intonation, tone and volume.</p>	<p>my own and other's writing and suggest improvements.</p> <p>I can suggest changes to vocabulary and grammar to improve consistency e.g. pronouns.</p> <p>I can proof-read to check for spelling and punctuation errors.</p> <p>I can read aloud my writing with intonation, tone and volume.</p>	<p>length within a paragraph.</p> <p>I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>I can use ideas authors use to develop characters and settings in narratives.</p> <p>I can describe settings, characters and atmosphere in narrative.</p> <p>I can integrate dialogue to show character and advance the action.</p> <p>I can discuss the effectiveness of my own and other's writing and suggest improvements.</p> <p>I can suggest changes to vocabulary, grammar and punctuation.</p>	<p>paragraphs e.g. adverbials (in contrast, as a consequence), repetition.</p> <p>I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>I can use ideas authors use to develop characters and settings in narratives.</p> <p>I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>I can describe settings, characters and atmosphere in narrative.</p> <p>I can integrate dialogue to show character and advance the action.</p>
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						<p>I can proof-read to check for spelling and punctuation errors.</p> <p>I can perform my compositions, using tone, volume and movement so the meaning is clear.</p> <p>I can use a consistent tense throughout my piece of writing.</p>	<p>I can precis a longer passage to create a shorter passage with the same meaning.</p> <p>I can suggest changes to vocabulary, grammar and punctuation.</p> <p>I can proof-read to check for spelling and punctuation errors.</p> <p>I can ensure the correct subject and verb agreement when using singular and plural e.g. The dog has... The dogs have...</p> <p>I can distinguish between spoken and written language and choose the most appropriate.</p> <p>I can use a consistent tense throughout my piece of writing.</p> <p>I can write in formal and informal tone appropriately,</p>
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							<p>choosing the correct register.</p> <p>I can assess the effectiveness of my own and others writing, consequently making improvements.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Presentation	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>I can sit correctly at a table with the correct pencil grip.</p> <p>I can leave space between words.</p> <p>I can form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form the digits 0 - 9.</p> <p>I understand which letters are formed in similar ways.</p>	<p>I can leave space between words which reflects the size of the letters.</p> <p>I can form lower case letters of the correct size in relation to one another</p> <p>I can join some letters and know when not to join letters.</p> <p>I can write capital letters of the correct size in relation to lower case letters.</p> <p>I can write digits of the correct</p>	<p>I can use diagonal and horizontal strokes to join letters and know when it is better to not join.</p> <p>I am increasing the legibility of my handwriting e.g. parallel down strokes, clear ascenders/descenders.</p>	<p>I use a consistent and legible style of handwriting.</p> <p>My letters are an even size and evenly spaced.</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra.</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra</p>

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			<p>size and orientation.</p> <p>I can leave space between words which reflects the size of the letters.</p>				
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>I can punctuate my sentences using capital letters and full stops.</p> <p>I can use a question mark and an exclamation mark.</p> <p>I can use capital letters for the names of people and the pronoun 'I'.</p> <p>I can use capital letters for the names of places.</p> <p>I can use capital letters for the days of the week.</p>	<p>I can punctuate my sentences using capital letters, full stops, exclamation marks and question marks.</p> <p>I can use capital letters for proper nouns.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show missing letters (omission).</p> <p>I can use apostrophes to show singular possession in nouns e.g. the</p>	<p>I can use inverted commas to punctuate direct speech.</p> <p>I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.</p> <p>I can use commas within lists and 'and' between the last items.</p> <p>I can use apostrophes for a wider range of omission.</p> <p>I can accurately use apostrophes to show singular possession in nouns e.g. the girl's name (possession).</p>	<p>I can accurately use inverted commas and additional speech punctuation for direct speech.</p> <p>I can use a new line for a new speaker when writing dialogue.</p> <p>I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.</p> <p>I can use apostrophes for singular possession and plural possession (e.g. men's shoes, girls' shoes).</p> <p>I know the grammatical difference between a plural and a possessive 's'.</p>	<p>I can accurately use basic punctuation (capital letters, full stops, apostrophes, question/exclamation marks).</p> <p>I can use speech punctuation accurately.</p> <p>I am beginning to use pairs of brackets, dashes and commas to indicate parenthesis.</p> <p>I can use an ellipsis for effect.</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use colons to introduce a list.</p>	<p>I can accurately use basic punctuation (capital letters, full stops, question/exclamation marks, commas, speech punctuation).</p> <p>I can use apostrophes for possession and omission.</p> <p>I can use pairs of brackets, dashes and commas to indicate parenthesis.</p> <p>I can use an ellipsis to pause or miss out words for effect.</p> <p>I can accurately use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use a semi-colon, colon and dash to mark the boundary between independent clauses.</p>

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			girl's name (possession).		I can use commas after fronted adverbials.		<p>I can use a colon to introduce a list and semi-colons within lists.</p> <p>I can use bullet points to list information.</p> <p>I can use hyphens to avoid ambiguity e.g. man eating shark = man-eating shark, recover = re-cover.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentences	<p>Write simple phrases and sentences that can be read by others</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	I can join words and clauses with 'and'.	<p>I can join words and clauses using co-ordination e.g. and, but, or.</p> <p>I can join words and clauses using subordination e.g. when, if, that, because, so.</p> <p>I can use '-ly' sentence openers e.g. Usually, Eventually, Finally, Carefully, Slowly.</p> <p>I can link ideas and events e.g. last time, also, then, next, finally.</p> <p>I can use sentences with different forms:</p>	<p>I can use conjunctions to show time, place and cause e.g. when, before, after, while, so, because, next, soon, before.</p> <p>I can use adverbs to show when and where e.g. now, at night, soon, yesterday, here, everywhere, inside.</p> <p>I can use prepositions to state where e.g. before, after, during, in, through, next to.</p>	<p>I can use a wider range of connectives e.g. however, therefore, finally, meanwhile, on the other hand.</p> <p>I can use fronted adverbials to say when, where and how things are done e.g. Later that day, ... / Walking down the street, ...</p> <p>I can use prepositions to state time, place and cause.</p> <p>I can use adverb (-ly) clauses to begin sentences e.g. Slowly</p>	<p>I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example.</p> <p>I can use fronted adverbials to say when things are done e.g. Later that day, ... /Throughout the night, ...</p> <p>I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the street, ... / Glancing up, he ...</p>	<p>I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example, even though, due to</p> <p>I can select and use a range of fronted adverbials to say when, where and how things are done for purpose.</p> <p>I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the</p>

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			statement, question, exclamation, command.	<p>I can use conjunctions to begin sentences.</p> <p>I am beginning to recognise and use subordinate clauses.</p>	<p>looking around, he spotted the book.</p> <p>I can use 'ed' words to begin sentences e.g. Frightened, Tom ran home. Exhausted, the soldier lay down.</p>	<p>I can use fronted adverbials to say how things are done (ly clauses) e.g. Quickly scurrying along, the mouse...</p> <p>I can use expanded 'ed' clauses to begin sentences e.g. Encouraged by the bright weather, Jane set off on her walk.</p> <p>I can use relative clauses beginning with who, which, where, when, whose or that.</p> <p>I can write a sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>I can use subordinate clauses and manipulate where to use them in sentences.</p> <p>I can use short sentences for emphasis and to</p>	<p>street, ... / Glancing up, he ...</p> <p>I can use fronted adverbials to say how things are done (ly clauses) e.g. Quickly scurrying along, the mouse...</p> <p>I can use expanded 'ed' clauses to begin and within sentences e.g. Poor Tom, exhausted by the run, made his way home.</p> <p>I can use relative clauses beginning with who, which, where, when, whose or that.</p> <p>I can use passive voice to affect the presentation of information in a sentence e.g. Passive = The glass was dropped by Tom.</p> <p>I can use extra clauses to make my writing succinct.</p> <p>I can choose to use short</p>
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						move action on quickly.	sentences and long sentences for effect. I can understand and use subjunctive mood.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	I can use simple adjectives to describe.	<p>I can use the past and present tense correctly in my writing.</p> <p>I can use the progressive form of tense e.g. I am buying, they are going, he was shouting.</p> <p>I can use expanded noun phrases for description or specification e.g. the blue butterfly, plain flour.</p> <p>I can use adjectives to describe.</p> <p>I can choose adventurous verbs to use in my writing.</p>	<p>I can use the perfect form of verbs to show time and cause e.g. I have, she has.</p> <p>I can choose nouns or pronouns appropriately for clarity and to avoid repetition.</p> <p>I can use expanded noun phrases e.g. the really strict teacher.</p> <p>I can use more adventurous adjectives to describe.</p> <p>I can select adventurous verbs to use in my writing.</p>	<p>I can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.</p> <p>I can expand noun phrases by adding modified adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair.</p> <p>I can use choose appropriate yet adventurous adjectives to describe.</p> <p>I can choose more specific technical nouns and verbs.</p>	<p>I can use adverbs to show degrees of possibility e.g. perhaps, surely, certainly, definitely, probably, clearly, possibly.</p> <p>I can use modal verbs e.g. might, should, will, must, could and conditionals.</p> <p>I can select appropriate yet adventurous adjectives, verbs, nouns and adverbs.</p> <p>I can use adverbial phrases (modify verbs or adjectives) in my writing.</p> <p>I can use some empty words in</p>	<p>I can use adverbs, modal verbs and conditionals as needed to create cohesion.</p> <p>I can use modal verbs and conditionals e.g. if...might, should, will, must, could</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use adverbial phrases (modify verbs or adjectives) in my writing.</p> <p>I can choose and use effective figurative</p>

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			<p>I can use some adverbs in my writing.</p>	<p>I can use adverbs in my writing to modify verbs e.g. slowly, bravely, fearfully.</p> <p>I can use similes in my writing.</p>	<p>I can choose where to use adverbs in my sentences.</p> <p>I can use similes and can begin sentences with similes.</p> <p>I can use onomatopoeia for effect.</p>	<p>my writing e.g. Somehow someone had broken the pen.</p> <p>I can use metaphors for effect.</p> <p>I can use relevant similes.</p> <p>I can use personification.</p>	<p>language for a purpose.</p> <p>I know the difference between informal and formal speech/writing e.g. find out – discover, ask for – request, go in – enter.</p>
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