


## Writing Curriculum Overview

We teach children to write using continuous cursive letters. Children start to form these letters in Reception and learn to join in Year 1 and Year 2. By Year 3 we expect all writing to be joined. The only letters we don't join are capital letters. Each letter is formed as below:

### How to Write Continuous Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



The footer of the worksheet features four cartoon illustrations: a green caterpillar on the left, a grey robot in the center, a purple monster on the right, and a brown bear climbing a ladder on the far right. In the center, there is the 'twinkl' logo with the text 'visit twinkl.com' below it.

**Year 1**  
**End of Year 1 Expected Standard Writing Indicators**

Write sentences in order to create short narratives and non-fiction texts.

Use some features of different text types (although these may not be consistent).

Reread their writing to check that it makes sense and make suggested changes.

Use adjectives to describe.

Use simple sentence structures.

Use the joining word (conjunction) 'and' to link ideas and sentences.

Punctuation  
Has an awareness of:

capital letters for names, places, the days of the week and the personal pronoun 'I'

finger spaces

full stops to end sentences

question marks

exclamation marks

Spelling

To spell most words containing previously taught phonemes and GPCs accurately.

To spell most Y1 common exception words and days of the week accurately.

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

## Year 2

### End of KS1 Expected Standard Writing Indicators

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Use present and past tense mostly correctly and consistently

Use co-ordination (e.g. or / and / but) to join clauses

Use some subordination (e.g. when / if / that / because) to join clauses

#### Punctuation

use capital letters at the start of sentences and for proper nouns

use full stops correctly

use question marks correctly when required

#### Spelling

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Spell many common exception words

### Year 3

#### End of Year 3 Expected Standard Writing Indicators

Write for a range of purposes

In narratives:

describe settings

describe characters

use paragraphs

In non-narratives:

use simple devices to structure the writing and support the reader such as technical language, headings, sub-headings, bullet points etc.

Sustain writing across a whole text using appropriate language choices

Use more than one clause and a range of conjunctions to extend sentences

for/so (co-ordinating)

although/before/since/while (subordinating)

Use a variety of sentence openers

Show simple cohesion within sentences using pronouns and proper nouns

Show consistent and correct use of tense throughout a piece of writing

Use precise adjectives in noun phrases

Use the present perfect verb form

Use *a* or *an* correctly

## Year 4

### End of Year 4 Expected Standard Writing Indicators

Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint

In narratives:

write stories in paragraphs with a clear structure

write an effective and accurate character description

write an effective and accurate setting description

In non-narratives:

use a topic sentence to introduce a paragraph

use accurate technical language to suit the requirement of the text

use informative organisational devices (such as headings, sub-headings, captions, bullet points)

Sustain cohesive writing across paragraphs and sentences in a text using increasingly accurate language choices

Consistently use a wide range of sentences with varying conjunctions that have more than one clause

for/so/yet (co-ordinating)

although/before/since/while/as/after (subordinating)

Vary sentence structure by using fronted adverbials

Use precise adjectives for description regularly in expanded noun phrases

Show consistent and correct use of tense throughout a piece of writing

## Year 5

### End of Year 5 Expected Standard Writing Indicators

Beginning to independently write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

In narratives describe settings and characters to engage the reader

Use dialogue with increasing confidence to:

convey character

advance the action

Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

Proof-read work to:

Condense longer passages by removing unnecessary repetition or irrelevant details.

Assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Create paragraphs that are usually suitably linked.

Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.

Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)

Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

## Year 6

### End of KS2 Expected Standard Writing Indicators

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

In narratives describe:	characters
	setting
	atmosphere
Integrate dialogue in narratives:	to convey character
	to advance the action
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative;	
Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms etc.	
Use verb tenses consistently and correctly throughout their writing	
Punctuation	Use the range of punctuation taught at key stage 2 mostly correctly
Spelling	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